University of Southern Maine
# SUMMER SESSION CALENDAR 1990

(Registration continues through the beginning of each session.)

<table>
<thead>
<tr>
<th>Session</th>
<th>7-Week Session</th>
<th>4-Week Session</th>
<th>4-Week Session</th>
<th>7-Week Session</th>
<th>6-Week Session</th>
<th>4-Week Session</th>
<th>Variable Session</th>
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<td></td>
<td>May 14-June 29</td>
<td>May 14-June 8</td>
<td>June 11-July 6</td>
<td>July 2-Aug. 17</td>
<td>July 2-Aug. 10</td>
<td>July 16-Aug. 10</td>
<td>Variable Dates</td>
</tr>
<tr>
<td>Residence Halls Open</td>
<td>Sun., May 13</td>
<td>Sun., May 13</td>
<td>Sun. June 10</td>
<td>Sun., July 1</td>
<td>Sun., July 1</td>
<td>Sun., July 15</td>
<td>Arranged</td>
</tr>
<tr>
<td>(Refer to the Accommodations section of this catalog for more information)</td>
<td>2:00 p.m.</td>
<td>2:00 p.m.</td>
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<tr>
<td>Last Day to ADD or Change Credit or Grade Options*</td>
<td>*As a general rule, students may add classes through the second class meeting</td>
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<tr>
<td>Last Day to DROP to receive 100% tuition refund</td>
<td>May 11</td>
<td>May 11</td>
<td>June 8</td>
<td>June 29</td>
<td>June 29</td>
<td>July 13</td>
<td>Variable</td>
</tr>
<tr>
<td>Last Day to DROP with no grade notation</td>
<td>May 18</td>
<td>May 16</td>
<td>June 13</td>
<td>July 9</td>
<td>July 6</td>
<td>July 18</td>
<td>Variable</td>
</tr>
<tr>
<td>Last Day to WITHDRAW With Grade of 'W'</td>
<td>June 8</td>
<td>May 25</td>
<td>June 22</td>
<td>July 26</td>
<td>July 24</td>
<td>July 30</td>
<td>Variable</td>
</tr>
<tr>
<td>Session Ends</td>
<td>June 29</td>
<td>June 8</td>
<td>July 6</td>
<td>Aug. 17</td>
<td>Aug. 10</td>
<td>Aug. 10</td>
<td>Variable</td>
</tr>
</tbody>
</table>

- **Holidays:** University Closed
  - Monday, May 28, Memorial Day
  - Wednesday, July 4, Independence Day

The dates shown in this calendar are subject to change at any time by official action of the University of Southern Maine.

Registration begins Monday, March 19.
SUMMER HOURS, OFFICES, AND PEOPLE

USM has many offices designed to assist you as you involve yourself in Summer Session. The reference list below highlights a few of the offices frequented during the summer. Most offices on campus are open from 8:00 a.m. to 4:30 p.m. Some offices will have extended hours to accommodate student registration. Please contact the Summer Semester office for more information.

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Telephone Number</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Centers</td>
<td>122 Payson Smith (Portland)</td>
<td>780-4040</td>
<td>Lawrence Bliss</td>
</tr>
<tr>
<td></td>
<td>103 Corthell Hall (Gorham)</td>
<td>780-5340</td>
<td>John Farrar</td>
</tr>
<tr>
<td>Department of Conferences</td>
<td>68 High Street (Portland)</td>
<td>874-6506</td>
<td>Kathie LeBel</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>202 Corthell Hall (Gorham)</td>
<td>780-5250</td>
<td>Melodie Havey</td>
</tr>
<tr>
<td>Graduate Education</td>
<td>118 Bailey (Gorham)</td>
<td>780-5306</td>
<td>Jane Andrews</td>
</tr>
<tr>
<td>Off-Campus Programs</td>
<td>110 Payson Smith, (Portland)</td>
<td>780-4470</td>
<td>Kathleen Bouchard</td>
</tr>
<tr>
<td>Professional Development Center</td>
<td>305 Bailey Hall (Gorham)</td>
<td>780-5315</td>
<td>George Lyons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Joyce Martin</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>113 Corthell Hall (Gorham)</td>
<td>780-5230</td>
<td>Diane Hoyt</td>
</tr>
<tr>
<td>Residence Life</td>
<td>100 Upton Hall (Gorham)</td>
<td>780-5240</td>
<td>Joseph Austin</td>
</tr>
<tr>
<td>Student Billing Office</td>
<td>128 Payson Smith (Portland)</td>
<td>780-5200</td>
<td>Norma Manning</td>
</tr>
<tr>
<td></td>
<td>110 Corthell Hall(Gorham)</td>
<td>780-5200</td>
<td>Lorraine Brown</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>106 Payson Smith (Portland)</td>
<td>780-4076</td>
<td>Rosa Redonnett</td>
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<tr>
<td></td>
<td>Gorham Campus (after May 14)</td>
<td>780-5264</td>
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*Extended Hours for Registration*

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Date</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Advising and Academic Information Department</td>
<td>122 Payson Smith</td>
<td>May 14-15</td>
<td>8:00 a.m.-7:30 p.m.</td>
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<td></td>
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<td>July 2-3</td>
<td>(8:00 a.m.-7:30 p.m.)</td>
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<tr>
<td>Summer Semester Office</td>
<td>106 Payson Smith</td>
<td>May 14-15</td>
<td>8:00 a.m.-7:30 p.m.</td>
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<td></td>
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<td>July 2-3</td>
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</tr>
<tr>
<td>Student Billing Office</td>
<td>128 Payson Smith</td>
<td>May 14-15</td>
<td>8:00 a.m.-7:30 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>July 2-3</td>
<td>(8:00 a.m.-7:30 p.m.)</td>
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</tbody>
</table>

* Registration begins Monday, March 19, 1990*
The University of Southern Maine shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, handicap, or veterans status in employment, education, and all other areas of the University. The University of Southern Maine does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities, in compliance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. In addition, the University of Southern Maine does not discriminate on the basis of sex in its educational programs or activities, in compliance with Title IX of the Education Amendments of 1972 and its implementing regulations. Discrimination inquiries about the application of Section 504 or Title IX should be directed to Sue E. Pen Bordwell, EEO Director, 7 College Avenue, Gorham, Maine 04038. Telephone number: 780-5171. Inquiries about both areas may also be referred to the Office of Civil Rights, U.S. Department of Education, Region 1, John W. McCormack Post Office and Courthouse Building, Boston, MA 02109.

The University of Southern Maine reserves the right to revise, amend, or change items in this catalog from time to time. Readers of this catalog should inquire as to whether any such revisions, amendments, or changes have been made since the date of publication. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses, and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University of Southern Maine.
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The University of Southern Maine (USM) is a coeducational, public university located in Portland and Gorham, Maine, with an enrollment of over 10,000 students during the regular academic year. The University is accredited by the New England Association of Schools and Colleges. During the summer, over 4,000 students attend classes and take advantage of the abundant recreational activities offered in southern Maine. With its two campuses, USM combines the resources of a large university with the more personal approach of a smaller college. The University operates from 8:00 a.m. to 9:40 p.m., offering classes in liberal arts, teacher preparation, nursing, business, and law. Over 350 credit and noncredit courses will be available to students during the summer of 1990. In addition, unique institutes and programs including the prestigious Stonecoast Writers’ Conference, courses for music educators, Maine Biology Field Study, a Holistic Health Institute and several institutes for teachers will bring people together to share ideas, develop professional expertise, learn new skills, or extend interest.

The campuses of USM offer a number of unique points of interests—a blend of the old and the new. On the Gorham campus, which is more than 100 years old, is the McLellan House, dating from 1773 and believed to be the oldest brick house in the state of Maine. The Art Gallery, built in 1878, was an early Gorham town hall. Corthell Hall was built in 1878 and named for the first president. The President’s house was built in 1906 and is the home of the president. Among the Portland campus buildings are the Alumni Center, the only remaining building of the Deering Estate, an eighteenth-century farm; the seven-story Center for Research and Advanced Study, which houses the School of Law and many University administrative offices; and a modern science building which houses the Southworth Planetarium, considered to be one of New England’s finest planetariums. Furthermore, the Intown Center at 68 High Street was the early site of Portland Children’s Hospital, was later the first location of the University of Maine School of Law, and now provides a convenient location for noncredit programs in the downtown area, as well as a site for USM’s Community Television System.

Summer in Maine—a blend of educational, cultural, and recreational activities.

Summer offers a blend of the educational, cultural, and recreational. Poetry readings, music concerts, planetarium shows, art exhibits, programs and movies for children, and faculty lectures will enrich your campus stay. Complete and modern gymnasia are headquarters for our popular Lifeline programs which are available to summer students. For more information about the special events planned this summer, call the Summer Session office at (207) 780-4076.

Students are encouraged to take advantage of the University’s ideal location. An attractive vacation area, southern Maine offers many activities for visitors in the summertime. A nationally recognized orchestra, resident theatre and dance companies, an exciting art museum, and picturesque shopping make the city of Portland a cultural center for the area. In addition, the surrounding lakes, mountains, and fabulous Maine coast offer a variety of recreational activities during the summer. Two coastal state parks (Crescent Beach and Two Lights) are about a half-hour’s drive from either campus. To the west, Sebago Lake State Park is about a 45-minute drive from the Gorham campus.
INSTITUTES FOR EDUCATORS

The Professional Development Center is the in-service arm of the College of Education at the University of Southern Maine. Its commitment is to assist educators in their quest for excellence. In the summer, the PDC sponsors special courses and institutes to contribute to the development of educators throughout the state. The programs are designed to provide participants with new knowledge and skills. They range from two or three day seminars and intensive one week institutes to three week courses. They carry varying types of credit: graduate academic, inservice academic, and continuing education. For information, please call (207) 780-5326.

Office Staff
Director: George Lyons
Assistant Director: Joyce Martin
Staff Associate: Carol LaMontagne
Secretary: Alicia Marcinczyk

Institutes for Educators 1990
* Addressing the Needs of Exceptional Students in the Regular Classroom
* Adult Education Institute: Adult Learning Around the World
* Assessment Practices for Young Children
* Conflict Resolution
* Consulting for Teacher Certification Competencies
* In Celebration of Children's Literature
* Interpreting I: Orientation to Deafness
* Law-Related Education Institute: With the Law in Mind
* Middle School Institute
* Organizing and Implementing Effective Literacy Instruction
* Staff Development for Staff Developers
* Whole Language Conference
* Whole Language Teaching
EDU 501 International Seminar
EDW 472 Newspapers in Education
EPD 503 Arts Education Institute
EPD 520 Southern Maine Writing Project
EPDI 534 USM Leadership Symposium 1990
EPDI 542 Legal and Ethical Practices: Helping Professions
EPDI 590 Creating Community in Educational Environments
HRD 645 Institute in Gerontology
Education: Aging and Life Review

* Use Request for Information form below for these courses. Information for all other courses available on page 38.

REQUEST FOR INFORMATION—PROFESSIONAL DEVELOPMENT CENTER

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<th>City</th>
<th>State</th>
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For further details and registration information for the courses indicated with (*), send this request to: Professional Development Center, 305 Bailey Hall, University of Southern Maine, Gorham, ME 04038.
FIELD CAMPS

Archaeology Field Camp
GYA 300
July 11-July 13
The summer field school is designed to combine training in research methods of archaeology and geography. Students will receive intensive training in methods of site survey excavation and materials analysis. Several weeks will be spent at selected areas of coastal Maine involved in survey and excavation of sites, mapping sites and landscape features, and investigating potential food resources in site areas. This will be followed by some laboratory analysis of recovered materials. This course may be repeated up to twice with the permission of the instructor. For more information contact: Nathan Hamilton, Geography and Anthropology, USM 37 College Ave., Gorham, ME 04038, (207) 780-5320 or the Summer Session office at 780-4076.

Marine Biology Field Study
BIO 399
June 4-29
This is an intensive course in morphological and physiological adaptations and their relation to the ecological distribution of marine organisms. This course is an integrated lecture/lab/field course designed to expose students to the fauna of the following habitats: rocky shores, salt marshes, estuaries, mud flats and open ocean. Field trips will be taken to the various habitats to determine the distribution of the biota in relation to the physical conditions in the environment. For more information about this course, contact Louis Gainey, Biology Department, USM, 96 Falmouth Street, Portland, ME 04103, (207) 780-4264.

Historical Archaeology
GYA 499
July 30-August 25
This summer’s archaeological investigations will concentrate on locating and identifying structures such as stages, flares, sheds, living quarters and other facilities associated with early fishery. Features and structures dating to the eighteenth and nineteenth centuries will be investigated and recorded. Offshore and shoreline searches will be employed to locate the submerged remains of the fishery staging facilities and to retrieve soil samples which will help identify the exact species of fish taken and perhaps provide information on seasonal aspects of the fishery. For more information contact: Faith Harrington, Department of New England Studies, USM, 96 Falmouth Street, Portland, ME 04103.

SPORT PSYCHOLOGY INSTITUTE

June 26-28
This is a three day institute that will examine a number of current issues in sports psychology. Topics include: 1) imagery training for performance enhancement; 2) sport psychology consultation; 3) training stress and athletic performance; 4) stress management; 5) application of sport psychology for performance optimization; and 6) additional topics. Presenters will be asked to address these issues from the perspective of athlete, coach, sports professional and parent. For more information or to register, contact the Summer Session office at 780-4076.

CHILDHOOD PSYCHOPATHOLOGY

August 2-4
This two-and-a-half day workshop will examine current issues in child mental health, including topics such as behavioral management of the disturbed child in the classroom, child abuse, therapeutic techniques with childhood anxiety disorders and other related topics. Intended for teachers, guidance personnel and mental health professionals, this institute will utilize local, regional, and national experts to facilitate a discussion of theory and practice. For more information or to register, contact Summer Session at 780-4076.

HOLISTIC HEALTH INSTITUTE

August 1-3
This is a three-day intensive institute having as its main theme the pathways one journeys to discover and heal the self. A strong emphasis will be placed on the energetic interaction of body, mind and spirit. Specific holistic healing methods such as massage, acupuncture, therapeutic touch, exercise and the relationship between psychotherapy and spirituality will be addressed by expert practitioners in the field. The institute will provide practitioners and learners alike ample opportunity for sharing and self-discovery. Faculty: Maggie Fournier, associate professor, School of Nursing; James V. Sullivan, Department of Recreation and Leisure Studies. For more information, contact Summer Session at (207) 780-4076, or write: USM, Summer Session—Holistic Health, 96 Falmouth Street, Portland, Maine 04103.
STONECOAST WRITERS’ CONFERENCE

July 29-August 10
The Stonecoast Writers' Conference is for students, teachers, and others seriously interested in writing who seek to improve their written work in the areas of poetry, short stories, and novels. The staff consists of generous, inspiring, and personable professional writers with distinguished experience in teaching and a substantial record of written achievement.

Please note that application for admission must be sent to: Stonecoast Writers' Conference, English Department, University of Southern Maine, 96 Falmouth Street, Portland, Maine, 04103. Manuscript samples are required for admission. For further information, call 780-4291.

The Courses
Fiction Writing
ENG 300F
This is for those who have already, in a course such as Creative Writing or on their own, written several pieces of fiction and are ready for more advanced work. Emphasis will be supportive rather than critical, with instruction in writing well-developed short stories and on understanding the basic elements of fiction. Suggested preparation: ENG 201 Creative Writing. Apply through the English Department only. Cr. 3.

Fiction Workshop
ENG 302F
This is an advanced course in writing fiction. Discussion of student short stories and work-in-progress with emphasis on subject development, plot, style, and publication standards. Manuscript conferences with the instructors will be held. A manuscript sample (completed short story, approximately 10 to 20 pages) is required for admission. Apply through the English Department only. Cr. 3.

Poetry Workshop
ENG 303F
An advanced course in writing poetry, this class involves intensive class discussion of students' poems, with follow-up conferences with the instructors. Class assignments will explore contemporary poetic techniques and perspectives. A manuscript sample (approximately 5 poems) is required for admission. Please apply through the English Department only. Cr. 3.

Novel Workshop
ENG 304
This workshop, for writers whose fiction requires the scope of the novel, will examine ways of structuring complex material, with attention to the relation of parts to the whole. It will consider the problems—practical and creative—peculiar to sustaining a single creative effort over a long period of time. Students will present chapters and projected plans in an atmosphere of supportive discussion and criticism. A manuscript sample (30 pages and an outline from work-in-progress) is required for admission. Apply through the English Department only. Cr. 3.

For additional information, contact Kenneth Rosen at 780-4291

PROGRAMS FOR YOUNG PEOPLE

Child Care Services

Day Program
Infant, Toddler and Preschool
Ages: 6 weeks to 6 years
Dates: Year Round
Hours: 7:30 a.m.-5:30 p.m.
Locations: Child Care Centers
Portland Campus, Intown Center, Portland, and Gorham campus.
Full time, part time and hourly rates available. Waiting lists may exist in some programs.

Evening Program
Ages: 3 years to 10 years
Dates: Year Round
Hours: 2:45 p.m.-11:45
Hourly rates
Location: Child Care Center, Portland Campus
Featuring child-centered programs of fun and discovery through hands-on experiences and recreational activities.

Call USM Child Care Services at 780-4125 for more information.

Camps

USM Day Camp
Ages: 6-14 years
Dates: June 25-September 1
Hours: 7:30 a.m.-5:30 p.m.
Location: Gorham campus and beyond
Transportation from the Portland campus to the Gorham campus and return is available.
Full day, broad-based program providing hiking, crafts, swimming, nature study, sports and the arts, plus experiential learning opportunities for stimulating social and academic skills. Special programs for the 11-14 year old group, plus a Counselor in Training Program for 14 year olds.

Southern Maine Instrumental Music Academy
July 7-15
The Southern Maine Instrumental Music Academy is a nine-day program designed to provide high school musicians with opportunities for musical growth and development through intensive group and individualized instruction provided by a highly qualified staff of professional musicians. The staff includes Peter Martin, Scott Reeves and John Bowdoin, all professors at the University of Southern Maine. For more information, contact the Department of Conferences at 874-6506.

SWISH Basketball Camp
Girls’ Camp: July 29-August 3
Sr. Boys’ Camp: June 24-29
Jr. Boys’ Camp: August 5-10
The SWISH Basketball Camp provides top-quality instruction in all phases of basketball to boys and girls entering grades 7-12. Each camper will receive individual, team, and group instruction featuring some of the finest high school and college coaches in New England. Directed by Bob Brown, head basketball coach at the University of Southern Maine, the camp features development of team concepts, discussion on the care and prevention of injuries, training concepts and programs, modern facilities, divisions of competition, and a positive approach to the world of basketball.

USM Summer Soccer School
Girls’ Week (ages 10-17):
July 22-27
Boys’ Week (ages 10-17):
July 15-20
In its 16th year, the USM Summer Soccer School has developed into one of the best soccer programs in New England. Directed by Gary Fifield, USM men’s soccer coach, the camp provides progressive instruction in basic soccer techniques and tactics toward the development of young soccer players. These skills are developed through team, special group, game situations, and individualized instruction by an outstanding coaching staff comprised of both college and high school coaches from throughout the country.

Children’s Workshops
During the summer of 1990, the University hopes to offer a series of workshops for children starting June 25. These workshops include Photography, Art, and Dramatic Movement. For more information or to register...

Day Camps, contact USM Child Care Services, 780-4125.
Children’s Art Workshop, Drama Workshop, Photography Workshop, contact Summer Session, 780-4076.
All Other Programs, contact Department of Conferences, 874-6506.
OTHER USM PROGRAMS

GRADUATE PROGRAMS

USM Public Policy and Management Program

The Public Policy and Management Program prepares leaders in public affairs with the knowledge and skills to analyze complex policy issues, make difficult policy choices, implement them in an effective manner, and assess results. The program seeks to graduate leaders who understand the social, economic, political, and organizational contexts in which policy is developed and implemented; who comprehend the use of various quantitative and analytical methods; who can articulate ideas clearly, both orally and in writing; and who are competent to manage effectively.

The master of arts degree program in public policy and management requires 45 credit hours. The core courses include both policy analysis and public management approached from an interdisciplinary perspective. A substantive concentration may be achieved through elective courses and field experiences. It is through the concentration and associated field work that students learn to apply the disciplinary knowledge and skills attained in the core courses to the substance of a particular policy field.

For more information contact: Office of the director; Public Policy and Management Program; University of Southern Maine; 96 Falmouth Street, Portland, Me. 04103, (207)780-4380.

School of Law

The School of Law offers a summer program of courses. Admission to the Summer Session is open to law students who have completed their first year and are in good academic standing at an approved law school. Graduates of approved law schools are also invited to apply. Non-law graduate students and some special students may be admitted with the approval of the Director of the Summer Session of the Law School.

For more information about how to enroll, contact: Office of the Registrar, University of Maine School of Law, 246 Deering Ave., Portland, ME 04102, (207)780-4346.

HONORS PROGRAM

The Honors Program provides an enriched education to a selected group of students who are outstanding in their ability, curiosity, creativity, and motivation. Students entering the fall semester of their freshman or sophomore year, whether full-time or part-time and regardless of intended major, are eligible to apply. Students selected for the program work closely with faculty in a series of small seminar-type courses specially designed for Honors Program students. These courses integrate knowledge from various disciplines and examine more fully than is possible in the general curriculum the ways of knowing, Western culture and the contemporary situation. Later, Honors students take an advanced seminar and do a major independent research project under the direction of a faculty member in their department. All Honors Program work stresses independent learning, original thinking and the development of skills in research, writing and oral expression.

Honors Program courses provide a core of general knowledge and sensitivity to important contemporary issues. Honors students may pursue their particular interests in depth in upper-level courses. Honors Program work provides a superb background for further study and will assist students in gaining admission to graduate or professional school. Honors work is also excellent preparation for any career requiring demonstrated achievement and discipline.

For more information about the Honors Program, contact: University Honors Program, University of Southern Maine, 96 Falmouth Street, Portland, ME 04103, (207) 780-4330.

CERTIFICATE PROGRAMS

Certificate Program in Personal Computer Management

Managing PC’s for maximum results takes more than the right equipment and technical expertise; it also takes people with the right combination of technical, management, and “people” skills. The Certificate Program in Personal Computer Management helps businesses meet this need. The program is designed for part-time students who have several years of on-the-job computer experience as end-users, support staff, or as coordinators/managers. The curriculum is appropriate for individuals from any size organization who have responsibility (or would like to have responsibility) for managing personal computers.

The program runs from September through June. Students may enroll mid-year on a space available basis. In lieu of an application, students will complete a skills assessment questionnaire. This assessment will serve as the basis for determining the extent of a student’s computer experience and for recommending supplemental computer courses when necessary. Students are expected to have a working knowledge of word processing, spreadsheets, and databases.

All courses are offered in the Department of Community Programs’ Com-
computer Lab in Room 201 Payson Smith Hall, on the Portland Campus from 6:30-9:00 p.m. one evening per week. For more information, call the Community Programs office at 874-6500.

**Small Business Development Center**

The Small Business Development Center provides comprehensive management and technical assistance services to Maine's small business community. It offers a wide range of resources to assist small business: one-on-one business counseling, a uniquely valuable library and information clearing house, and a range of computer related services. The SBDC also offers training, special programs and conferences on a variety of business related subjects.

Counseling services aid current and prospective business owners by providing technical business assistance and preparing them to take advantage of information resources available to them. Computer services range from elementary computer literacy to spreadsheet analysis.

Business Information Services is helpful in answering questions and researching information for small business. The Library has adequate space for clients to do their own research.

One of SBDC's most visible programs is the Maine Projects Trade Show. The MPTS provides a forum for giftware manufacturers of Maine to reach wholesale buyers from across the country.

SBDC services and programs are designed to promote the small business of Maine. For further information call 780-4420.

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**CENTER FOR REAL ESTATE EDUCATION**

The Center for Real Estate Education (a division of the School of Business, Economics and Management) offers the courses necessary to obtain a real estate license in the state of Maine. The courses are designed for sales agents, associate brokers and brokers. The Center also offers courses (for continuing education credits toward renewal of a real estate license) and other real estate related topics of interest to the general public.

The Center also offers courses, seminars, videos, and correspondence courses in investments, property management, finance construction, and other related areas. For more information, write Center for Real Estate Education, USM, 68 High Street, Portland, ME 04101 or call (207) 874-6520.
## COURSE SCHEDULE

### SESSION DATES

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Length</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>May 14-June 8</td>
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<tr>
<td>3</td>
<td>June 11-July 6</td>
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<td>4</td>
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<td>5</td>
<td>July 2-August 10</td>
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### HOLIDAYS

- May 28 (Memorial Day)
- July 4 (Independence Day)

### SCHEDULE LEGEND

<table>
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<tr>
<th>Information</th>
<th>Location</th>
<th>Session Number</th>
<th>Course Reference Number</th>
<th>Course Number</th>
<th>College</th>
<th>Credit Hours</th>
<th>Time</th>
<th>Days</th>
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* P=Portland campus;  
  G=Gorham campus;  
  T=Saco Center;  
  S=Sanford Center;  
  B=Bath/Brunswick Center;  
  L=Lewiston-Auburn College;  
  X=other off-campus location.

Note: Course Reference Number (CRN) contains the location and session of course (ex. G222 = Gorham course, session 1).

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**Note:** Classroom assignments will be found on the schedule confirmation forms given to students at the time of registration.

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### COLLEGE OF ARTS AND SCIENCES

#### ART

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**Note:** Contact summer session at 780-4076.
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This course meets July 29-August 10. Contact K. ROSEN at 780-4291.

This course meets July 29-August 10. This is a Fee Course.

This course meets July 5-August 10. This is a Fee Course.

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The credits earned by completing MAT 010 or MAT 011B will not count toward fulfilling a Baccalaureate Degree.
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**SOCIAL WORK**

VINCENT FAHERTY  319 MASTERTON HALL  (780-4120)

- P7295  SMO 397  IND INDEPENDENT STUDY
- P7134  SWO 433  LEC SOCIAL WORK RESEARCH
  - THIS COURSE MEETS MAY 14–JUNE 8

**SOCIOLOGY AND CRIMINOLOGY**

MADELEINE GIGUERE  120 BEDFORD STREET  (780-4100)

- G1186  SOC 100J  LEC INTRODUCTION TO SOCIOLOGY
  - THIS IS AN ITV COURSE ORIGINATION SITE.
- P1185  SOC 100J  LEC INTRODUCTION TO SOCIOLOGY
  - THIS IS AN ITV COURSE ORIGINATION SITE.
- P2183  SOC 100J  LEC INTRODUCTION TO SOCIOLOGY
  - THIS IS AN ITV COURSE ORIGINATION SITE.
- P4184  SOC 100J  LEC INTRODUCTION TO SOCIOLOGY
- P2187  SOC 380  LEC SOCIOLOGY OF VIOLENCE
- P2189  SOC 120F  LEC FUND OF ACTING: MOVEMENT
- G1142  THE 170F  LEC PUBLIC SPEAKING
  - THIS IS AN ITV COURSE ORIGINATION SITE.
- P1138  THE 170F  LEC PUBLIC SPEAKING
- P1141  THE 170F  LEC PUBLIC SPEAKING
- P2139  THE 170F  LEC PUBLIC SPEAKING
- P2140  THE 170F  LEC PUBLIC SPEAKING
- P4299  THE 170F  LEC PUBLIC SPEAKING
- P5147  THE 170F  LEC PUBLIC SPEAKING
- P7143  THE 299  LEC INTRO TO BALLET
  - THIS COURSE MEETS JUNE 19–AUGUST 2
- G1144  THE 398  PRA THEATRE INTERNSHIP
  - THIS COURSE MEETS JUNE 19–AUGUST 2

**NEW ENGLAND STUDIES**

JOSEPH CONFORTI  11 GRANITE STREET  (780-4920)

- P1098  NES 626  LEC CULT, THGHT, & N.E. LIT II
- P1547  NES 650  LEC WRITERS OF NORTHERN NEW ENG
- P7099  NES 690  IND PROJECT I
- P7100  NES 695  THE THESIS

**ACCOUNTING**

PHILIP JAGOLINZER  216 LUTHER BONNEY HALL  (780-4304)

- P2333  ACC 201  LEC PRINCIPLES FINANCIAL ACCOUNTING
- P6334  ACC 202  LEC PRINCIPLES OF MANAGEMENT ACCOUNTING
- P7335  ACC 395  LEC INDEPENDENT RESEARCH
- P7336  ACC 396  LEC INDEPENDENT RESEARCH
- P7337  ACC 490  LEC INDEPENDENT READ & RESEARCH

**BUSINESS**

CHARLES GREENE  212 LUTHER BONNEY HALL  (780-4300)

- P1461  BUS 280  LEC LEGAL ENVIRON OF BUSINESS
- P7338  BUS 320  LEC BUSINESS FINANCE
  - THIS COURSE MEETS JULY 2–JULY 31
- P1339  BUS 327  LEC INVESTMENT MANAGEMENT
- P1340  BUS 340  LEC PRINCIPLES OF MANAGEMENT
- P7341  BUS 340  LEC PRINCIPLES OF MANAGEMENT
P2342 BUS 360 LEC MARKETING BU 3.0 8:15-11:30A MTW BOYLE, CONRAD
P3343 BUS 367 LEC MANAGERIAL MARKETING BU 3.0 8:15-11:30A MTW BOYLE, CONRAD
P6344 BUS 375 LEC PRODUCTION/OPERATION MGT BU 3.0 8:15-11:30A MTW KRENZIN, KENNETH T
P7345 BUS 395 FIE COOP EDU-BUS ADMIN I BU VAR RICHTSON, LIN DA L
P7448 BUS 396 FIE COOP EDU-BUS ADMIN II BU 3.0 6:30-9:30P MTW SOUTHWORTH, ROBERT S
P7449 MBA 605 LEC INTERNATIONAL BUSINESS BU 3.0 8:15-11:30A MTW ANDREWS, BRUCE H
P7450 MBA 691 IND INDEPENDENT STUDY BU VAR TBA

ASSOCIATE BUSINESS PROGRAM
JOEL GOLD
213 LUTHER BONNEY HALL (780-4301)
P7455 ABU 100 LEC INTRODUCTION TO BUSINESS BU 3.0 2:15-5:30P TWTH GOLD, JOEL I
P7456 ABU 221 LEC PRINC OF REAL ESTATE BU 3.0 8:30-11:45A MMF KUCSMA, MICHAEL C
P7459 ABU 271 IND INDEPENDENT STUDY BU VAR GOLD, JOEL I
P7460 ABU 285 PRA ABA WORK INTERNSHIP BU 3.0 8:00-8:45P TTH SOUTHWORTH, ROBERT S

ECONOMICS
JOSEPH MEDLEY
316 LUTHER BONNEY HALL (780-4293)
P1451 ECO 201J LEC PRINC OF ECONOMICS I BU 3.0 7:00-9:40P MW MCNEIL, RICHARD L
P2452 ECO 201J LEC PRINC OF ECONOMICS I BU 3.0 8:15-11:30A MTW HILLARD, MICHAEL G
P2453 ECO 202J LEC PRINC OF ECONOMICS II BU 3.0 8:15-11:30A MTW COSTELLO, MELISSA H
P7454 ECO 490 IND INDEPENDENT READ & RESEARCH BU VAR MEDLEY, JOSEPH E

PROFESSIONAL EDUCATION
PAULA HODGDON
203 HILL GYM (780-5431)
G2474 EDU 200 LEC STUDIES-EDUC FOUNDATIONS ED 3.0 8:15-11:30A MTW MCKELL, RICHARD L
G2475 EDU 200 LEC STUDIES-EDUC FOUNDATIONS ED 3.0 12:30-3:45P MTW MCKELL, RICHARD L
G2484 EDU 210 LEC THEORETICAL FOUND LEARN ED 3.0 8:15-11:30A MTW MEDLEY, JOSEPH E
G6476 EDU 210 LEC THEORETICAL FOUND LEARN ED 3.0 8:15-11:30A MTW PETNOV, TERRI
G1477 EDU 305 LEC TEACH ELEM SCHOOL MATH ED 3.0 8:15-11:30A MTW SOUTHWORTH, ROBERT S
G2485 EDU 308 LEC SCIENCE FOR CHILDREN ED 3.0 8:15-11:30A MTW SOUTHWORTH, ROBERT S
G6479 EDU 308 LEC SCIENCE FOR CHILDREN ED 3.0 8:15-11:30A MTW ZIMMERMAN, T J
G1484 EDU 312 LEC TEACH LANGUAGE ARTS ED 3.0 8:15-11:30A MTW SOUTHWORTH, ROBERT S
G1485 EDU 321 LEC DEVELOPMENTAL READING II ED 3.0 8:15-11:30A MTW SOUTHWORTH, ROBERT S
G1486 EDU 333 LEC HUMAN GROWTH & DEVELOPMENT ED 3.0 8:15-11:30A MTW SOUTHWORTH, ROBERT S
G7501 HRD 333J LEC HUMAN GROWTH & DEVELOPMENT ED 3.0 12:30-3:45P MW MCKELL, RICHARD L
G4519 HRD 661 LEC LIFE SPAN DEVELOP II ED 3.0 7:00-9:40P TTH TBA
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**Professional Development Center**

**George Lyons**

305 Bailey Hall (780-5326)

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**LEWISTON/AUBURN COLLEGE**

51-55 WESTMINSTER STREET  
LEWISTON  
(783-4060)

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<td></td>
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<td>ITT1440</td>
<td>LEC</td>
<td>RELATED OCCUPATION EXPERIENCE</td>
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<td>VAR</td>
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**DIVISION OF OFF-CAMPUS INSTRUCTION & ACADEMIC SUPPORT**

<table>
<thead>
<tr>
<th>LEARNING ASSISTANCE PROGRAM</th>
<th>ROBERT LEMELIN</th>
<th>301 PAYSON SMITH HALL (780-4689)</th>
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<tbody>
<tr>
<td>P4188 ENG 009A LEC DEVELOPMENTAL ENGLISH</td>
<td>BS 3.0</td>
<td>7:00- 9:40 P TTH</td>
</tr>
<tr>
<td>P1189 ENG 019 LEC WRITTEN BUSINESS COMM</td>
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**BATH/BRUNSHICK CENTER**

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<tr>
<th>CRN</th>
<th>COURSE</th>
<th>TYPE</th>
<th>TITLE</th>
<th>COL</th>
<th>HRS</th>
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<tbody>
<tr>
<td>B7226</td>
<td>HRD 333J LEC HUMAN GROWTH &amp; DEVELOPMENT</td>
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<td>7:00- 9:45 P TTH</td>
<td>SANDBERG, CHARLES M</td>
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<tr>
<td>B7227</td>
<td>MAT 120D LEC INTRO TO STATISTICS</td>
<td>AS 3.0</td>
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<td>ESTES, ROBERT A</td>
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**SACO/BIDDEFORD CENTER**

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<tr>
<td>T4232</td>
<td>ABU 111 LEC PRINC OF FINANCIAL ACCT I</td>
<td>BU 3.0</td>
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<td>FREEMAN, ROBERT</td>
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<tr>
<td>T1038</td>
<td>COM 102J LEC INTRO TO COMMUNICATION</td>
<td>AS 3.0</td>
<td>4:00- 6:40 P TTH</td>
<td>COJUC, JUAN-RICARDO</td>
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**SANFORD CENTER**

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<th>TYPE</th>
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<th>COL</th>
<th>HRS</th>
<th>TIME</th>
<th>DAYS</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1038</td>
<td>COM 102J LEC INTRO TO COMMUNICATION</td>
<td>AS 3.0</td>
<td>4:00- 6:40 P TTH</td>
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<td></td>
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<tr>
<td>S1238</td>
<td>MAT 010 LEC ELEMENTARY ALGEBRA</td>
<td>AS 3.0</td>
<td>7:00- 9:40 P MW</td>
<td>BOSTON, ROBERT C</td>
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<tr>
<td>S1298</td>
<td>THE 170F LEC PUBLIC SPEAKING</td>
<td>AS 3.0</td>
<td>4:00- 6:40 P MW</td>
<td>STEELE, WILLIAM P</td>
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<tr>
<td>S1240</td>
<td>THE 290F LEC ORAL INTERPRETATION</td>
<td>AS 3.0</td>
<td>3:20- 6:00 P TTH</td>
<td>PENTILESCU, MARK</td>
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</tbody>
</table>

**Note:** Course Reference Number (CRN) contains the location and session of course (ex. G1222 = Gorham course, session 1).
THE FACTS

Registration
General Policies Related to Undergraduate and Graduate Registration

Audits Students may register for courses on a noncredit basis. With a noncredit registration, the student may participate in classwork, but is not required to take examinations. A noncredit registrant should know, however, that state Departments of Education do not accept for certification or other purposes any course taken on a noncredit basis. An audit registrant is required to pay full tuition for the course.

Course Cancellation The University reserves the right to cancel courses in the case of low enrollment.

Degree Applications Students who expect to complete associate, baccalaureate, or graduate degree requirements this summer should submit an Application for Degree card. Such cards are available in the Registrar's Office.

Failure to Withdraw Penalty Failure to submit notice of withdrawal may result in a failing grade and a financial liability. Discussion with faculty members is not proper notification of change. In the case of a student withdrawal after the automatic grade "W" period, the student will receive a grade designation to be determined by the instructor.

Grades and Transcripts Grade reports will be mailed to students at their home address by the Registrar at the end of August. These grade reports represent the only notification to students of their performance in given courses.

Students who desire official documentation of work completed during a summer session must complete a Transcript Request form at the Registrar's Office. Transcripts will be updated with summer session work during the second week of September. Formal requests for transcripts needed before this date will be handled on an individual basis. The fee for a transcript to be used outside the University of Maine System is $3.00 per copy. There is no charge for transcripts sent within the University system.

Independent Study All courses entitled Independent Study require the use of a special advance approval form, available upon request from the Registrar's Office or the Registration Services Offices. This form must be completed in advance of registration.

Registration (Changes) Students may not add a course after the second class meeting. To add or drop a course or make other changes after registration is completed, the student must complete the proper forms at the Registrar's Office on the Gorham campus or the Registration Services Office on the Portland campus.

Registration for pass/fail, audit, and repeat courses must be declared by the student at the time of registration.

Registration (Late) Students in attendance at the first and/or second class meeting must complete and submit registration forms not later than the second class meeting.

Variable Credits Students wishing to register for variable credit courses must complete a Variable Credit Approval form, obtain proper approval, and specify the credit hours for which they will register.

Maine Immunization Law Current Maine State Law requires all degree students (and non-degree students taking 12 or more credit hours), and who were born on or after January 1, 1957, to show proof of immunization against measles (rubeola), rubella, tetanus, and diphtheria. Before the student registers for classes. Any student who has already demonstrated proof of immunization to the University of Southern Maine does NOT need to show proof again.

Undergraduate Registration

Academically qualified students may take courses in the summer, even though they have not been accepted into a degree program. Before registering, students should read carefully the course prerequisites in the course description.

Advising Academic advising, if necessary, is available through the Advising Center in Payson Smith Hall on the Portland campus or the Advising Center in Curtis Hall on the Gorham campus. These centers provide academic advising to assist students in interpreting University curricula requirements and in making decisions regarding the appropriate selection of courses for which they may register.

Undergraduate Registration Procedures

Undergraduate Registration (walk-in) All students taking undergraduate courses may register in person at the Registration Services Office in Payson Smith Hall on the Portland campus or the Registrar’s Office on the Gorham campus. This registration may be made through the second class meeting. Please note the office hours for registration in the Summer Hours, Offices and People section of this catalog.

Undergraduate Registration (phone-in, using VISA or MasterCard only) Students may register by telephone for
undergraduate courses and graduate courses except those offered by the School of Business, Economics and Management by calling the Registration Services Office at: 780-4408 or 1-800-492-0748 (within Maine). Please have your card number ready. Phone-in registration begins March 19.

Mail-in registrations for undergraduate and graduate courses are not accepted.

Graduate Registration

Students holding a baccalaureate degree may register for graduate courses (courses with a number of 500 or higher) even though they have not been accepted into a degree program, providing there is space in the course and that all course prerequisites have been satisfied. Exception: Due to national accreditation standards, no MBA graduate courses may be taken by individuals not meeting the “1050 rule.” Contact the MBA Program for details on this restriction (780-4184).

Graduate Registration Procedures

Graduate Registration (walk-in) Walk-in registrations will be processed from March 19 through the Friday preceding the beginning of each session. The procedures are as follows:
1. Complete registration worksheet.
2. Submit completed form to the Registrar's Office or Registration Services Offices.
3. Payment must be made to the Student Billing Office in Corbell Hall at the time of registration.

Students who elect to register for a course after the Friday before the session begins must attend the first and/or second class meeting and complete registration forms no later than the second class meeting. Early registration is encouraged to avoid disappointment. Some classes are traditionally filled early.

Graduate Admission
To be admitted to a graduate program, an applicant must have received a baccalaureate degree from an accredited college or university and must show ability to pursue advanced study and research. All applicants, except those for the MBA program, are required to provide the results of their performance on either the Graduate Record Examination or Miller Analogies Test. Applicants for the MBA program should present scores from the Graduate Management Admission Test in lieu of GRE scores or MAT scores.

An application is not considered complete until all the required transcripts, appropriate test scores, and letters of recommendation are on file. All material sent in support of an application for admission becomes the property of USM and will not be returned to the student.

For information regarding admission to any of USM's graduate programs contact:
Office of Graduate Affairs
University of Southern Maine
96 Falmouth Street
Portland, Maine 04103

For more information, contact:
Graduate Education, 780-5306; School of Business, Economics and Management, 780-4184; School of Nursing, 780-4130; School of Law, 780-4346.

Community College of Maine

The Community College of Maine/Telecommunications Systems offers associate and baccalaureate courses via live, interactive television (one-way video and two-way audio). CCM/T courses are available at USM's off-campus centers in Bath/Brunswick, Saco/Biddeford, and Sanford. In addition, CCM/T courses may be offered at Kennebunk, Massabesic, Noble, and Wells High Schools. For a complete listing of courses by location contact any off-campus center or the Summer Session Office.
There are three types of tuition charged: undergraduate, graduate and law. Tuition charges are calculated by multiplying the number of credit hours attempted by the rate established. Courses being audited are included in this calculation.

**Tuition Charges Per Credit Hour**

<table>
<thead>
<tr>
<th>Level</th>
<th>Price</th>
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<tbody>
<tr>
<td>Undergraduate</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Law</td>
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<tr>
<td>Maine Resident</td>
<td>$146.00</td>
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<tr>
<td>Non-Resident</td>
<td>$292.00</td>
</tr>
<tr>
<td>NEBHE</td>
<td>$182.50</td>
</tr>
</tbody>
</table>

Some specialized courses require payment of a fee in addition to tuition and are designated in the course schedule. For information, contact the Summer Session office.

**Payment Procedures:**

University charges are due at the time of registration. A $25.00 late fee will be assessed if payment is not received.

**Cash**

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

**Checks**

Checks should be made payable to the University of Southern Maine. The student’s name and social security number should be shown on the check. If a check is returned for non-payment, a $5.00 fee is charged.

**Credit Cards**

The University accepts both MasterCard and Visa for payment of tuition and mandatory fees. No more than $1,000 can be charged each semester and the minimum allowable transaction is $25.00. Room and board charges cannot be paid with a credit card.

**Third Party Payments**

The University will bill an employer or agency that guarantees the payment of a student’s charges. The employer/agency must provide written payment authorization before the student registers. Conditional payment offers cannot be accepted.

**Senior Citizen Tuition Waiver**

Maine residents who are age 65 or over may register for undergraduate courses and have the cost of tuition waived. Permission to enroll is granted on an individual basis if space is available in the course. A Senior Citizen Tuition Waiver must be completed at the time of registration. Proof of age and residence is required.

**Adjustment of Charges**

Students who withdraw are assessed charges in accordance with schedules established by the University of Maine System Board of Trustees. The date the Registrar receives written notification of withdrawal is used when calculating refunds. For more information, please consult the University catalog.

The charges listed above are in effect as of July, 1989. Tuition rates are established by the University of Maine System Board of Trustees. The University reserves the right to adjust these charges to respond to changing costs, state and/or federal legislative action and other matters. Such adjustment may be made any time prior to the date of final registration for a given academic term. A student acknowledges this reservation by applying for admission or registering for courses.
ACCOMMODATIONS AND DINING

On-Campus Accommodations
Living accommodations for Summer Session participants are available on the Gorham campus and at Portland Hall, 645 Congress Street, Portland during the entire Summer Session program (May 13-August 18). Rooms/suites may be rented on a nightly basis or for the duration of a summer course. Students who desire accommodations should submit the Housing Reservation Request (below) directly to the Residence Life Office to be certain of room availability. Full payment is required at the time of registration.

Housing rates are provided below. Residence Hall furnishings include a bed, desk, desk chair, closets, drawer space, and overhead lights. Study lights are not provided and it is recommended that you bring your own. In some cases a small dining table and chairs, and major kitchen appliances are provided. Bathrooms in Gorham are the community type and separate for men and women. All Portland Hall rooms/suites have in-unit baths. Pets are not permitted in residence halls. Health and fire regulations prohibit cooking in residence hall rooms. Cooking is permitted in Portland Hall suites.

Housing Rates
These rates are per person/per night. Residence Hall check-in and check-out time is 12 noon. Please note that single rooms are limited and are assigned on a first-come, first-served basis. Double rooms may be rented as singles by paying twice the double rate (when available).

<table>
<thead>
<tr>
<th>Type</th>
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<th>Portland</th>
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<tbody>
<tr>
<td>Single</td>
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<td>$13.00</td>
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<tr>
<td>Double</td>
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<tr>
<td>Suite (1-person)</td>
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* Linen is available for the entire length of the stay or for the remainder of a person's stay, but is not available on a night-by-night basis. The linen charge is $1.25 per night and includes 2 sheets, 1 pillow with case, 1 blanket, 1 face cloth, and 3 towels. Linen is left in the room (beds are not made) and may be exchanged weekly.

On-Campus Dining
The University offers meals and/or snacks on both campuses according to the following schedule:

**Portland Campus Center**
Dates Open: May 14-August 17
Schedule: 7:30 a.m.-1:30 p.m.
Monday-Friday

**Gorham Snack Bar or Dining Hall**
Dates Open: July 1-August 10
Schedule: Sunday Dinner-Friday Lunch

The Gorham Dining Facility is available for walk-in service on a cash basis prior to July 1, when the facility is open for summer conferences. These times will be posted as known on the dining center door and in the lobby of Bailey Hall.

The Portland Hall Dining Center will be available for walk-through service on a cash basis when the facility is open for summer conferences. These times will be posted in the lobby of Portland Hall.

Limited common cooking areas will be available for summer resident students' use in Robie/Andrews Hall on the Gorham Campus, and at Portland Hall.

Cash meal rates are not available at this time. Rates will be posted at check-in.

For more information regarding housing or dining services, please contact Residence Life at 780-5240.

Off-Campus Dining/Lodging and Camping
For information regarding off-campus services, contact: Maine Publicity Bureau or the Portland Chamber of Commerce, 142 Free Street, Portland, Maine, 207/772-2811

1990 Summer Semester Housing Reservation Request
(Please print or type all information)

Name __________________________
Address __________________________
City __________________________ State/Zip __________________________
Telephone (home) __________________________ (business) __________________________
Birthdate __________________________ Soc. Sec. No. __________________________
List any medical considerations that might affect room assignment __________________________

Type of room requested: □ single □ double □ double as single □ 2-person suite □ 1-person suite
Location: Portland □ Gorham □

Would you like a linen package □ yes □ no

Payment: _______ # of (nights/weeks) × _______ rate (daily/weekly) = _______

Total Enclosed __________________________

Name of preferred roommate (if applicable) __________________________ Date of arrival _______ Date of departure _______

Are you participating in an institute? □ yes □ no If so, what is the name of the institute? __________________________

Are you registered for a course? □ yes □ no If so, what is the name of the course? __________________________

Send reservation request along with payment (make check payable to University of Southern Maine) to:
Office of Residence Life, University of Southern Maine, 100 Upton Hall, 37 College Avenue, Gorham, Me. 04038 (207)780-5240
Parking
All faculty/staff and summer session student vehicles not previously registered for the 1989-90 academic year must be registered and display a valid decal.
Effective May 14, 1990, the vehicle registration fee will be $3.00. All decals expire August 31, 1990.
Vehicles may be registered at the Business Office, Payson Smith Hall on the Portland campus, and at Police and Safety, Corthell Hall on the Gorham campus.

Bookstore
Both Portland and Gorham campus stores are open from 8:00 a.m. to 4:00 p.m., Monday through Friday. The stores will be open for extended hours at the beginning of several sessions. Please call to check for specific hours.
We will mail textbooks to any student who is unable to obtain textbooks within our regular business hours. There is a small handling charge for this service.
Please call the Bookstore (780-4070, Portland or 780-5476, Gorham) to obtain the correct price, tax, and shipping fee, so that you may mail a check before USM Bookstores will ship the textbooks.
Please note: Textbooks for a Gorham campus course are located only in the Gorham Bookcellar, and the Portland course books are only in the bookstore on that campus.
Cash refunds for texts will be made if the following conditions are met:
1. Refunds will be made for a period of one week (5 working days) from the first day of class.
2. If a course is for less than one week, refunds will be made on the first day of class only.
3. All refunds must be accompanied by the cash register receipt and by class registration materials.
4. Books must be in new, resellable condition unless purchased as used.

Educational Media Services
Portland Campus: 780-4280
Gorham Campus: 780-5356
Office Hours: Mon-Fri, 8:00 a.m.-4:30 p.m.
Classroom audio visual equipment needs available from 8:00 a.m. to 10:00 p.m. Weekend and special equipment needs by prior arrangements.

Academic Advising
There are two Advising Centers (one on each campus) to provide academic advising for students who are undeclared or undecided about a major, students who are "admitted with conditions," and non-degree students. The coordination of services for disabled students who have special needs also takes place in the Portland Campus Advising Center. For further information, contact the Advising Center in Payson Smith Hall on the Portland Campus (780-4040), or the Advising Center in Corthell Hall on the Gorham Campus (780-5340).

Counseling and Career Development
Through a staff of professional psychologists and counselors, the Counseling and Career Development office assists students with personal and career counseling needs. As part of these services, the office provides testing, career information, and referral as deemed appropriate.
The Department also acts as the coordinating office for internship opportunities related to academic majors. For more information contact: Counseling and Career Development, 101 Payson Smith Hall, 780-4050.

Off-Campus Centers
In its continuing effort to meet the needs of a diverse student population, the Division of Off-Campus Instruction and Academic Support administers centers in Bath-Brunswick, Saco-Biddeford, and Sanford. These centers provide easy geographic access to university courses and services. Various courses are offered at a variety of times during the day and evening to accommodate both full- and part-time students.
Students may register for courses taught at any USM location at the center most convenient for the student. Students may also phone in registrations if payment is made by VISA or MasterCard. For more information, contact the center nearest to you.

Veterans Affairs
The Office of Veterans Affairs is staffed by a full-time veterans coordinator. Veterans should contact the office, located in 106 Payson Smith Hall, for more information. (207) 780-4043.

Veterans Affairs
The Office of Veterans Affairs is staffed by a full-time veterans coordinator. Veterans should contact the office, located in 106 Payson Smith Hall, for more information. (207) 780-4043.
DIVISION OF CONTINUING STUDIES

The Division of Continuing Studies is responsible for the development, coordination, and support of all noncredit programming at USM. Among the units within the Division offering programs during the 1990 Summer Session are the Department of Conferences, the Department of Continuing Education for Nursing and Health Professions, the Department of Community Programs, and Lifeline.

The Division awards Continuing Education Units (CEUs) for many courses offered in the various departments. CEUs are a nationally accepted measurement applicable to noncredit courses. Participants may attend many different programs while accumulating a nationally uniform permanent record.

Community Programs

The Department of Community Programs serves all segments of the community with a wide variety of noncredit programs designed for adults who want to develop their minds, find new careers, add meaning to their lives, or just have fun. Summer programs include the annual whalewatch, our Coasting Naturalist Expedition for teachers and special events.

We also offer computer classes for all experience levels—from novice to professional. Our courses include Introduction to PC's, MS-DOS, Lotus 1-2-3, dBase, and WordPerfect. If you are unsure what kind of class you need—give us a call.

The Department of Community Programs is located at 68 High Street. Drop by and we'll be happy to answer your questions about upcoming courses, or call 874-6500.

Lifeline

The USM Lifeline Center for Fitness, Recreation and Rehabilitation takes a comprehensive approach to total fitness through various exercise programs of prevention, intervention, and rehabilitation. Thousands of members of the Greater Portland community participate in a variety of activities ranging from walk/jog to cardiac rehabilitation. Programs are also offered in a variety of recreational activities.

All Lifeline activities are designed to promote positive lifestyle changes through education and exercise. Application to all programs should be made in advance. For further information, call the Lifeline Office at 780-4170.

Continuing Education for Nursing and Health Professions

The Department of Continuing Education for Nursing and Health Professions provides continuing education offerings for health professionals such as nurses, pharmacists, physical therapists, occupational therapists, dieticians, respiratory therapists, and others at locations throughout the state of Maine. Programs are offered using a variety of formats, including workshops, seminars, and evening courses. For more information, call 874-6550.

Tentative Summer Program Listing

- Nursing Research Day
- NCLEX-RN Review
- Health Care in the Camp Setting
- Legal Aspects of Hospice Care
- Trauma Conference
- High Tech Home Care

Department of Conferences

The primary goal of the Department of Conferences is to provide a forum for qualified resource people to share with others information, develop ideas, upgrade professional skills, and develop a greater understanding of current problems. The Department will provide specialized services to governmental agencies, professional organizations, private business, and community groups in the areas of program design, planning, and development.

The Department offers a total conference planning service. The staff will help in planning a program and its content. They can assist in selection of the following facilities and services: University residence/dining halls; University recreation facilities; cultural resources such as art galleries, summer theater, and concerts in the Greater Portland area; classroom auditorium facilities; referral to local motels for housing during the academic year; and area tourist facilities.

The Department will also assist in promotion and publicity; meeting facilities; registration services; special arrangements, including the selection of resource people; and post-conference evaluations, reports, and financial statements. For more information contact 874-6506.

Department of Continuing Education for Business

The Department provides noncredit courses and seminars designed to meet the training needs of both individuals and organizations, including companies, service groups, government agencies and professional associations. Most courses meet one evening per week for 6-12 weeks; seminars vary from half-day to two day events.

CEB is currently offering certificate programs in management studies, supervision, human resources management, and quality control. Courses are also taught in production and inventory control, executive housekeeping, and occupational safety and health. Seminars on a variety of business-related topics are scheduled throughout the year.

CEB programs and services are available for on-site delivery to meet specific needs of organizations. Additional information may be obtained by calling CEB at 874-6510.
COURSE DESCRIPTIONS

COLLEGE OF ARTS AND SCIENCES

Art

AED 412 Art Education Curriculum
This intensive workshop is designed for practicing art educators to plan and write coherent, sequential art curriculum for their school art programs. A wide variety of art curricular resources will be shared and critiqued. Cr 3.

ARH 111G Art History: Prehistoric to Medieval
Examination and discussion of the painting, sculpture and architecture from prehistoric cultures through the Middle Ages. The course emphasizes the relationship of the visual arts to social, political, religious and cultural trends, and introduces students to various methods of art historical interpretation. Cr 3.

ARH 112G Art History: Renaissance to Modern
A continuation of ARH 111G from the Renaissance through the 20th century. In both semesters of the course, examples of architecture and sculpture, paintings, etc. are used as the basis of inquiry. Cr 3.

ART 101G Approaches to Art
Selected experiences using original works, lecture, panel discussions, slides, films, and other means to confront the student with the significance of the visual arts in human history. The aim of the course is to involve students in direct experiences affecting their own perception of visual form. Cr 3.

ART 141F Fundamental Design I
A studio introduction to the basic elements of two-dimensional and color relationships. Cr 3.

ART 231 Ceramics
An introduction to methods and processes of clay forming, including modeling, pressing, handbuilding, and the potter's wheel. Emphasis on form and texture, with aspects of glaze composition and firing procedures. Prerequisite: Art Core course Cr 3.

ART 259 Landscape Drawing
This course will concentrate on drawing the landscape at Wolfe Neck Farm. Each day problems will be assigned which focus attention on fundamental aspects of the following: pictorial form and design; analysis of landscape structures and a study of light; atmosphere and the creating of space. Students planning to pursue a degree in art must take the Art Core prior to registering for this course. Cr 3.

ART 269 Landscape Painting
An investigation of the painting process as related to visual perception of the natural environment. This course will take place outdoors at Wolfe Neck Farm. Students planning to pursue a degree in art must take the Art Core prior to registering for this course. Cr 3.

ART 363 Painting/Watercolor
Watercolor, wash, dry-brush, ink and wash, gouache, and other techniques in watermedia. Emphasis on individual concepts and personal expression. Prerequisite: ART 261. Students planning to pursue a degree in art must take the Art Core prior to registering for this course. Cr 3.

ART 412 The Photographic Essay
This intensive course will explore how a group of photographs can interrelate to convey a personal view. The broadest possible definition of a photographic essay will be encouraged. We will consider the form that the work takes with respect to its subject and your point of view. Various aspects of working with more than one image will be discussed with respect to the series, the sequence, the physical qualities of the work, including the size, ordering, progression and movement. Bring camera, meter and black and white film to first class. Prerequisite: ART 271. Cr 3.

Arts and Sciences

ARS 1241 Patterns in Comparative Religion
This course seeks to stimulate a broadened understanding of religion through an examination of such typical religious phenomena as rites associated with birth, life-stages, death, sacred times, sacred places, myths, and religious symbolism. Course materials, including lectures, readings, and other sources, will be drawn from the major religions of the world as well as from ancient and regional traditions. Throughout the course, particular emphasis will be given to a sympathetic, rather than judgmental, examination of religious traditions. No prerequisites. Cr 3.

Biology

BIO 105K Biological Principles I
An introduction to the structure and function of living systems from the cell to the ecological communities. Prerequisite: students must have fulfilled the University minimum proficiency requirements in writing and mathematics. Cr 3.

BIO 106K Laboratory Biology I
Laboratory experiences illustrating concepts and principles introduced in BIO 105K. Must be taken concurrently with BIO 105K. Three hours. Cr 15.

BIO 211 Human Anatomy and Physiology
The study of functional anatomy and physiology of the human. Prerequisite: grade of C or higher in BIO 105K. Cr 4.

BIO 212 Practical Human Anatomy and Physiology
Laboratory studies of the structure and functions of the human body including histology and physiology experiments. NOT open to those who have completed BIO 205. Prerequisite: grade of C or higher in BIO 106K; BIO 211 or concurrently. Cr 1.5.

BIO 281 Microbiology and Human Disease
Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, fungi, viruses, protozoa and helminths. Prerequisites: grade of C or higher in BIO 105K, and college chemistry. Cr 3.
BIO 282 Microbiology and Human Disease Laboratory
Laboratory techniques in the cultivation, identification, and control of microorganisms. Prerequisites: BIO 281 or concurrently. Cr 2.

BIO 345 Pathophysiology
A study of the physiological, genetic, biochemical and environmental basis of noninfectious diseases. Prerequisite: grade of C or higher in BIO 211 or permission of instructor. Cr 3.

BIO 399 Field Marine Biology
This is an intensive course in the relationship of morphological and physiological adaptation to the ecological distribution of marine organisms. The course is an integrated field study/lecture/laboratory course designed to demonstrate how marine organisms are adapted to a variety of habitats in southern Maine (rocky shores, salt marshes, estuaries, mud flats, ocean). Field trips will be taken to the various habitats to determine the distribution of the biota in relation to physical conditions in the environment. Laboratory observations and experiments will demonstrate the morphological and physiological adaptations to their environment. Prerequisites: Two semesters of college Biology. This course will count toward Area I or Area II fulfillments for USM majors. Cr 6.

BIO 441 Problems in Biology
Independent library of laboratory studies on a special topic, as mutually arranged by instructor and student. Prerequisite: by arrangement. Credit Arranged.

Chemistry
CHY 103 Introduction to Organic and Biochemistry
Stress will be placed upon topics of special importance for students of the health sciences: nomenclature of organic compounds; electron distribution in organic molecules; structural features of organic molecules; substitution, elimination, and addition reactions; oxidation reduction reactions; carbohydrates; lipids; proteins and amino acids; enzymes; nucleic acids; metabolism; summary of some aspects of nutrition; pharmaceuticals; medical applications of radiochemistry. Three lecture hours per week (usually concurrent with CHY 104). Prerequisite: grade of C or better in CHY 101. Not appropriate for science majors, pre-med, pre-vet or pre-dentistry. Cr 3.

CHY 104 Introductory Organic and Biochemistry Laboratory
Students will perform experiments to illustrate aspects of organic chemistry of importance to living systems, as well as elementary principles of biochemistry. Topics include separation and identification of organic compounds; qualitative reactions of lipids, proteins, and nucleic acids; introduction to enzyme chemistry. One recitation and two laboratory hours per week. Corequisite: CHY 103. Not appropriate for chemistry or biology majors. Cr 3.

CHY 115 Principles of Chemistry II
A presentation of topics of chemistry additional to those presented in CHY 113. This course is designed to provide a solid foundation for all further studies in chemistry and is a prerequisite for all upper-level chemistry courses. Prerequisite: grade of C or better in CHY 113. Cr 3.

CHY 116 Lab Techniques II
Laboratory experiments to illustrate the principles presented in CHY 115 lectures. One recitation and two laboratory hours per week. Prerequisite: grade of C or better in CHY 114. Corequisite: CHY 115. Cr 1.

CHY 411-416 Special Topics
Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-3.

CHY 490 Senior Research Project
Open to senior majors. Prerequisites include a 3.0 GPA in chemistry, completion of the Analytical and Organic Chemistry series, and permission of the department. 15 credits maximum. Cr 3-15.

Communication
COM 102J Introduction to Communication
This course is designed to provide students with a conceptual framework of the basic elements of human communication. Students will examine different levels of communication analysis, learn to chart and analyze communication behavior, and discuss the effects of communication on themselves and others. Topics discussed will include communication theory, self-concept, interpersonal communication, nonverbal behavior, small group interaction, and mass communication. Students will be encouraged to adapt communication principles to their various fields of endeavor. Cr 3.

COM 284 Introduction to Film
This course seeks to introduce the student to the aesthetics of film. It assumes that the student has no knowledge of cinema beyond the moviemaking experience. The aim of the course is to survey the fundamental aspects of cinema as an art form. Cr 3.

COM 310 Nonverbal Communication
A study of the effects of nonverbal factors on the process of human communication. Proxemics, body motion, paralanguage, metacommunication, and other specific areas of nonverbal behavior will be explored and examined. Each student will be required to conduct a research project and prepare a scholarly paper related to a particular area of nonverbal communication. Prerequisite: COM 102J or permission of the instructor. Cr 3.

COM 340 Small Group Communication
A discussion-participation course designed to familiarize students with the theories and techniques of small-group communication. Students will examine role behavior, group norms, conflict, group development, decision-making, communication flow, and other variables relevant to small-group interaction. Prerequisite: COM 102J. Cr 3.

COM 384 Theory of Film
The emergence and evolution of the film medium are traced through the writings and teachings of both the classic and the modern theorists/film-makers, from several perspectives: humanistic, ideological, and technical. The course focuses on the contributions of historical trends, film genres, major schools of thought, and the works of selected individuals in shaping a concept of what the medium of film is, how it operates as a language, how it relates to reality and what functions it serves. Students will apply these notions in their examination of the often conflicting relationship among the various theories as well as between film theory and film criticism. Prerequisite: COM 102J/Cr 3.

COM 430 Communication Internship
An in-depth study of experiences in specific areas of communication conducted in the field. Students will focus their efforts in an area related to their choice of communication expertise (i.e., organizational communication, mass communication, intercultural communication). Prerequisite: a precise definition of the project, and director's consent. Pass/Fail only. Cr var.
COM 484 Topics in Film: Women in Film
The specific topic explored during this course will be women in film. Films will be analyzed in the context of the political and ideological subtexts they contain. The purpose of the analysis or criticism is to understand a film and to be able to relate it to the society which it reflects and sometimes affects. Cr 3.

COM 485 Sex-Related Differences in Communication
This seminar on sex-related differences in communication is designed primarily to evaluate critically the research literature. It is concerned with whether or not males and females differ in their actions of sending, receiving, and interpreting messages. The course examines gender role stereotyping, empirical findings on sex-related differences in communication behavior (e.g., talking, interpersonal style, touching, eye contact, etc.), and explanations for sex differences. Critiques of some major theoretical positions are discussed (e.g., sex differences in dominance, aggression, cognition, and brain organization). Prerequisite: junior or senior standing. Cr 3.

Core Curriculum

COR 119 The Illuminated Autobiography
An introduction to two creative processes — the visual and the literary. The course will explore the means (shared, specialized, and complementary) by which they communicate thematic content, and the transformation through which subjective discovery becomes accessible form. Students will develop a control of structural elements within and between the two disciplines sufficient to write, illustrate, design, and publish a limited autobiographical narrative. Prerequisite: ENG 100C and Skills of Analysis/Philosophy. Cr 3.

COR 124 Poverty in the United States of America
This course will examine social, economic, and historical dimensions of poverty. It will introduce students to concepts and ideas from various disciplines to promote their understanding about this controversial and widely misunderstood topic. We take it as axiomatic that poverty must be understood in the broader contexts of inequalities of class, status, power, ethnicity, gender, and race which typify advanced capitalist societies. Far from being restricted to a small minority, poverty affects a large segment of the population. Cr 3.

English

ENG 009A Developmental English
This course is designed to help students who need to develop proficiency to enter ENG 100. College Writing. ENG 009 is taken on a pass/fail basis. Credit earned in ENG 009 does not apply or accumulate for any degree program at the University of Southern Maine. Cr 3.

ENG 019 Written Business Communication
This course introduces students to business communication strategies and provides practice in the application of those strategies using the case method. Students will discuss and write business letters, short and long reports and employment writing. Cr 3.

ENG 100C College Writing
Classes meet regularly to analyze professional and student writing as a way of sharpening awareness of how to use language effectively. The writing assignments encourage students to apply the principles discussed in class to their own work. Students may not take both ENG 100C and 101C for credit. This course cannot be used to satisfy a humanities requirement. Prerequisite: writing proficiency. Cr 3.

ENG 110E Straight and Crooked Thinking
This course offers the analysis, interpretation, and evaluation of various kinds of arguments and ways to reach logical decisions, with critical tracts, speeches, literary essays, scientific papers, and magazine articles. This basic course employs a new nonsymbolic approach to practical reasoning expressed in natural language; its emphasis is on direct application to realistic cases. Exercises and readings are designed to aid undergraduates in reports, essays, and term papers. The materials for critical analysis have a broad appeal for future lawyers, administrators, executives, business people, and scholars. Regular oral reports; brief written exercises in critical reasoning and analysis; final examination based on actual specimens of contemporary argument. Prerequisite: ENG 100C/101C or permission of instructor. Cr 3.

ENG 122H Introduction to Literature
A general introduction to the various literary genres — poetry, the short story, drama — which will include a study of critical terminology, close textual reading, and practice in writing. Prerequisite: ENG 100C or 101C or waiver. Cr 3.

ENG 201E Creative Writing
An introduction to the principles and practice of writing fiction, poetry, and drama. Emphasis is on fresh observation and meaningful selection of concrete details and their uses in the different genres. Recommended for beginners. Prerequisites: ENG 100C or 101C and ENG 122H. Cr 3.

ENG 262H Poetry
An intensive course in the close reading of many of the most significant poems in English. Attention will be given to important elements of poetry, including versification and the use of metaphor; characteristics and conventions of poetry written in different periods, early and contemporary, will also be explored. Required of English majors and recommended for all students seeking to understand a principal area of our cultural heritage. Cr 3.

ENG 263H Fiction
A survey of various forms and techniques of fiction, typically beginning with oral storytelling and traditional tales, but concentrating on types of narrative developed in the nineteenth and twentieth centuries, e.g., symbolic realism, the fabule, magical realism, metafiction, and other experimental forms. The course also examines the distinction between "fiction" and "non-fiction" and between "literature" and popular genre fiction. Cr 3.

ENG 299 Third World Writing
This course will examine selected readings of short fiction and novels by writers from Africa and Latin America, notably the Nigerian nationalist Amos Tutuolu (My Life in the Bush of Ghosts), Guatemalan Miquel Astunus (Men of Maize, El Senior Presidente) as well as the better known Gabriel Garcia Marquez (Selected Stories) and Chinua Achebe (Things Fall Apart). How does the occidental converge with the non-occidental way of telling stories? What historical and political conflicts can be located within or behind these works? Do they indicate some kind of universal myth? Cr 3.

ENG 309 Writing for Publication
This course is an introduction to writing markets with emphasis on preparing material for publication in one, or more, of these markets. Students are expected to generate, organize and complete works for publication. Instruction plus individual consultation is included. Cr 3.

ENG 300F Fiction Writing
This is a class for those who have already, in a course such as Creative Writing or on their own, written several pieces of fiction and are ready for more advanced work. Emphasis will be supportive rather than critical, with instruction in writing well-developed short stories and on understanding the basic elements of fiction. Suggested preparation: ENG 201F. Cr 3.

ENG 302F Fiction Workshop: Short Stories
An advanced course requiring the completion of short stories. Course discussion will include emphasis on subject development, plot, technique and publication standards. This course is part of the Stonecoast Writers' Conference. Cr 3.

ENG 303F Poetry Workshop
A course for advanced students who, after experimenting with different approaches and styles, are developing their own themes and voices as poets. Class discussion will explore the initial motivation and circumstances behind a poem to clarify what the poem seeks to convey, and how well it touches the reader's emotions. Students may be called upon to write and revise poems. This course is part of the Stonecoast Writers' Conference. Cr 3.
ENG 304 Novel Workshop
This workshop is for writers whose fiction requires the space and scope of the novel. The course will examine ways of structuring complex material with special attention to the relations of parts to the whole. It will consider the problems—practical and creative—peculiar to sustaining a single creative effort over a long period of time, and such aids to organization as the outline, note systems, schedules. Students will present chapters and/or projected plans to the class in an atmosphere of supportive discussion and criticism. This course is part of the Stonecoast Writers’ Conference. Cr 3.

ENG 315 Ancient Masterpieces
A study of selected major works of classical times which will provide students with a background for understanding the most influential books of our culture. Included are Homer, Plato, Greek dramatists, Virgil. HON 101 The Ancient World satisfies the English Department requirement for this course. Cr 3.

ENG 316 The Bible
The Bible, the single most influential work (or groups of works) in Western culture, will be considered as a literary text. Under such headings as plot, character, genre, theme, and symbol, the Old and New Testaments in the Authorized or King James translation will be examined, with emphasis on the books that have had the greatest literary influence (e.g., Genesis, Exodus, Job, Matthew, Luke, Revelation). The course will also discuss the history of the text, translation, and influence. Cr 3.

ENG 360 Shakespeare
ENG 360 features close reading of five to seven Shakespearean plays, and focuses attention both on theatrical and philosophical meanings. ENG 360 often includes a section on Shakespeare’s history plays, while ENG 361 includes a section of Shakespeare’s “romances” (dramatic fairy tales). Both courses include tragedies and comedies.

ENG 371 Major Romantic Writers
A study of the major British poets and essayists of the Romantic period (approximately 1785-1832) and of the nature of the Romantic movement. Readings selected from among Blake, Burns, Wordsworth, Coleridge, Keats, Byron, Shelley, Lamb, DeQuincey, Beddoes, Hunt, Peacock, etc.; also Mary Shelley’s Frankenstein. Cr 3.

ENG 380 American Renaissance
Major American writers of the mid-19th century. Includes critical study of major works by Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson with attention to the social and literary backgrounds. Cr 3.

ENG 387 Contemporary Women Writers
The focus of the course is on 20th-century novelists and/or poets. Specific readings and thematic approaches will vary depending on instructor. The course has been taught, for example, with an emphasis on the regional and ethnic cultures from which American women writers come, reading works by Kate Chopin, Willa Cather, Eudora Welty, Alice Walker, Toni Morrison, Maya Angelou, Leslie Silko, Maxine Kingston, Grace Paley, and Anne Sexton. Cr 3.

ENG 389 Writers of Maine
Historical and literary analysis of writers in and about Maine. The emphasis will be on the literary quality of the best-known men and women writers and the place in history both past and present of the lesser-known writers. Extra credit in the course will be given for a report about any off-campus project related to an author and a particular locality in Maine. English majors should have already taken a survey of American literature; prospective teachers will prepare an annotated bibliography of one author of their choice. Cr 3.

ENG 394 Modern Poetry
This course explores the tradition of experimentation in Dickinson, Frost and Stevens. It draws from a range of figures in an effort to bring into focus the achievement of such English and American figures as Dorn, Berryman, Amy Clampitt and Norman Dubie. Course content varies. Cr 3.

ENG 395 Anglo-Irish Literature
A study of the major Irish writers from 1880 to the present. Topics may vary, but they will typically include some of the foremost Irish writers of the past century, such as Yeats, Lady Gregory, Wilde, Shaw, Synge, Joyce, O'Casey, Behan, Beckett, O'Connor, Bowen, Lavin, Heaney, Friel. Cr 3.

ENG 327 The Contemporary Short Story
This is a seminar course, structured around the reading and discussion of a broad spectrum of American short stories, drawn from the last five decades. The theme for this exploration will be the social energy and the moral imagination inherent in the works themselves with emphasis on the transformation of these two forces within the story material. Cr 3.

Foreign Languages
Note: any students taking FRE 107, FRE 299, GER 107, SPA 107 or SPA 207 must register for both lecture and lab.

FRE 299 Intensive Intermediate French
This is an intensive course for the intermediate student, covering a full year’s work at the college level to prepare the student for the intermediate level of college French. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading and writing. Readings and discussions of contemporary French civilization and culture are included. Daily lab work is mandatory. Cr 6. (With lab, Cr 8.)

GER 107 Intensive Beginning German
An intensive course for the beginning student, covering a full year’s work at the college level to prepare the student for the intermediate level of college German. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing along with an introduction to contemporary culture and civilization. Daily practice in the lab is required. Cr 6. (With lab, Cr 8.)

SPA 107 Intensive Beginning Spanish
An intensive course for the beginning student, covering a full year’s work at the college level to prepare the student for the intermediate level of college Spanish. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing along with an introduction to contemporary culture and civilization. Daily practice in the lab is required. Cr 6. (With lab, Cr 8.)

SPA 207 Intensive Intermediate Spanish
This is an intensive course for the intermediate student, covering a full year’s work at the college level to prepare the student for an advanced language level. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading and writing. Readings and discussions of contemporary Spanish civilization and culture are included. Daily lab work is mandatory. Cr 6. (With lab, Cr 8.)

SPA 281H Masterpieces in Spanish American & Brazilian Literature
This course will focus on the documentary and the fictional in the Latin American novel with particular reference to the works of Alejo Carpentier (Cuba), Juan Rulfo (Mexico), Manual Puig (Argentina). Cr 3.

Geography and Anthropology
ANT 101J Anthropology: The Cultural View
This course is a basic introductory survey of cultural anthropology. It examines the differences between cultures as well as cultural universals, and the relationship between social organizations, ideology, economics, and political structure in different kinds of societies. It reviews the various theoretical approaches in cultural anthropology’s attempt to explain human behavior, presenting examples from “primitive,” intermediate, and complex cultures through readings and films. This course is required for all majors concentrating in anthropology. Cr 3.
GEO 120J Geography of Maine
This course will examine Maine as a geographic region. Physical and cultural attributes of the state will be analyzed. Political, economic, and demographic factors will be emphasized in viewing the assets and problems of the Maine environment, and in planning Maine's future. No prerequisites. Cr 3.

GYA 300 Archaeology Field School
The summer field school is designed to combine training in research methods of archaeology and geography. Students will receive intensive training in methods of site excavation and materials analysis. Several weeks will be spent at selected areas of coastal Maine involved in survey and excavation of sites, mapping sites and landscape features, and investigating potential food resources in site areas. This will be followed by some laboratory analysis of recovered materials. This course may be repeated up to twice with the permission of the instructor. Cr 6.

GYA 499 Historical Archaeology
See Special Programs section of this catalog

Geosciences
GEY 111K Physical Geology
A study of the ever-changing earth by wind, water, volcanism, plate tectonics, and glaciation. Three hours of lecture. GEY 111K may be taken without GEY 112K. Cr 3.

GEY 112K Physical Geology Lab
Identification of common rocks and minerals, introduction to topographic maps, and development of the processes covered in lecture; field trips when weather permits. To be taken concurrently with GEY 111K. Lab two hours. Cr 1.

GEY 299 Field Trips in Coastal Maine Geology
This is a field trip course that will tour coastal exposures in southern Maine to examine spectacular geologic features. Prerequisites: GEY 111K, equivalent experience or permission of instructor. Cr 3.

OCE 100K Introduction to Oceanography
Origin and extent of the oceans; nature of the sea bottom; causes and effects of currents and tides; chemical and physical properties of sea water; animal and plant life in the sea. Cr 3.

OCE 101K Oceanography Laboratory
A laboratory course in which the student is introduced to some of the techniques and technical processes involved in oceanic measurements and data reduction. Prerequisite: OCE 100K which may be taken concurrently. One two-hour laboratory session each week. Cr 1.

History
HTY 101I Western Civilization I
A basic survey and introduction to the heritage of Western man from ancient to early modern times. Particular attention is given to the ancient civilizations of Egypt, Greece, and Rome. Medieval civilization is explored with a focus on the institutions it bequeathed to the modern world. The Renaissance and Reformations and the rise of the great nation-states are studied. Throughout the course, important individuals are considered such as Alexander the Great, Caesar, Charlemagne, Michelangelo, and Elizabeth I. The course also introduces students to historical method. Cr 3.

HTY 102I Western Civilization II
A basic survey and introduction to the heritage of Western man from early modern times to the atomic age. Particular attention is given to the Enlightenment, the French Revolution, the rise of the industrial era, the growth of nationalism, and the World Wars. Personalities such as those of Napoleon, Hitler, and Stalin are studied. The course also introduces students to historical method. Cr 3.

HTY 1311 United States History to 1877
A basic survey and introduction to the field of American history, covering the political, social, and economic development of the United States through Reconstruction. Cr 3.

HTY 1321 United States History Since 1877
The course is a continuation of HTY 1311. A survey of American political, social, and economic development since about 1877. Cr 3.

HTY 1621 Introduction to African History
A survey of the Colonial era, the transformation of African societies, the rise of nationalist movements, wars of liberation, and early years of the new era of independence. Cr 3.

HTY 200 Reference, Research and Report Writing
An introduction to research and writing designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, taking and organizing notes, and writing and rewriting research papers and reports. Cr 3.

HTY 360 History of Maine
A survey of Maine's social, economic, and political life from exploration and early settlement to the present. Cr 3.

HTY 361 History of the American Frontier
This course considers the Turner thesis, historiography, and adaptations to the challenges of the environment. Various frontiers from the Atlantic seaboard to the last frontier on the Great Plains are studied. Prerequisites: HTY 131I and HTY 132I or permission of instructor. Cr 3.

HTY 394 Christian Church in New Testament Times
This course will explore the origins and early history of the Christian Church within the dual contexts of Second-Temple Judaism and of the Roman Empire. The approach will be historical and analytical. Particular attention will be given to recovering the historical careers of Jesus and of Paul, to the development of ecclesiastical institutions, and to sectarianism and persecution. Cr 3.

HTY 399 History of Brazil
A basic survey and introduction to the field of Brazilian history from colonial beginnings to the present day. Special attention is given to such fundamental questions as periodization, confronting the conventional division of Colony, Empire and Republic with the dichotomy between a deeply rooted slave regime and gradual capitalist ascendency. Emphasis is also placed on historiographical debate, especially as regards changes and continuities in the relations of domination which have bound together this vast nation through five centuries of economic, social and political development and conflict. Cr 3.

HTY 434/534 Maine History and Travel
This course provides an opportunity to pursue independent study in Maine history (especially southern Maine) since 1820. There will be discussions, oral reports and field trips to a variety of sites located in easy range of USM. Cr 3.

Mathematics
MAC 234 Computer Programming for Elementary Teachers
The course introduces the elementary education major to programming techniques and applications using the BASIC language. No programming skills will be assumed. Prerequisite: MAT 131. Cr 3.

Note: Credits earned for MAT 010 and MAT 011 will not count towards fulfilling a baccalaureate degree.

MAT 010 Elementary Algebra
The first course of a two-course sequence designed for students who are deficient in high school algebra. Topics covered include number systems, functions, graphs, the solution of equations, and the solution of problems with a business orientation. Prerequisite: MAT 009 or equivalent. Cr 3.

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

MAT 100D College Algebra
The real number system, algebraic operations, sets, equations, inequalities and their graphs, functions and relations, quadratic functions, exponential and logarithmic functions, theory of equations, systems of equations, permutations, combinations, probability, sequences and series, matrices and determinants, and mathematical induction. Prerequisite: two years high school algebra. Cr 3.
MAT 105D Mathematics for Quantitative Decision Making
This course is designed to give students not majoring in mathematics or related fields an understanding of some key ideas in quantitative decision making. The material is chosen to develop awareness of the utility of mathematics in life and to instill an appreciation of the scope and nature of its decision making potential. The computer packaged programs may be used as tools to assist the students in performing calculations necessary for the decision-making process. Prerequisite: Two years of high school algebra and one year of geometry. Cr 3.

MAT 110D Business Calculus
A unified treatment of the elementary functions of analysis; their analytical properties including derivatives, integrals, and series; introduction to multivariate calculus; applications. Prerequisites: two years of high school algebra and one year of geometry, and a passing grade on an algebra competency test which will be administered at the first class meeting. Cr 3.

MAT 120D Introduction to Statistics
An introductory course including basic probability, random variables, and their distributions; estimation and hypothesis testing; regression and correlation. Prerequisite: two years of high school algebra. Cr 3.

MAT 131D Number Systems for Elementary Teachers
This is the first course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Major emphasis is placed on an intuitive approach to the real number system and its subsystems. Prerequisites: two years of high school algebra and one year of geometry. Cr 3.

MAT 140D Pre-Calculus Mathematics
A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisites: two years of high school algebra and one year of geometry, and a passing grade on an algebra competency test which will be administered at the first class meeting. Cr 3.

MAT 152D Calculus A
This is the first of a sequence of three basic calculus courses covering functions of one or more variables, graphs, limits, derivatives, integrals, optimization, infinite series, vectors, and various applications. Calculus A provides an introduction to the differential and integral calculus of functions of one variable. Prerequisites: two years of high school algebra plus geometry and trigonometry, or MAT 140. Cr 4.

MAT 153 Calculus B
A continuation of Calculus A. Calculus B will usually include infinite series and an introduction to vectors. Prerequisite: MAT 152D. Cr 4.

MAT 211 Probability
Common probability laws and distributions of discrete and continuous random variables; matrix operations and applications in probability. Prerequisite: MAT 110 or MAT 152. Cr 3.

MAT 212 Statistics
Sampling distributions; estimation; hypothesis testing; introduction to regression analysis and analysis of variance. Applications primarily in business and economics. Prerequisite: MAT 211. Cr 3.

MAT 231 Algebra for Elementary Teachers
The second course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon the properties of operations in several different algebraic systems. Equations are studied in finite systems as well as in conventional algebra. Prerequisite: MAT 131D Cr 3.

MAT 252 Calculus C
Multivariate calculus and vector calculus. Prerequisite: MAT 153. Cr 4.

MAT 690 Abstract Algebra
Introduction to the concepts of basic algebraic structures, namely: group, ring, integral domain, field, polynomial ring, module, vector space, linear transformation, etc. Prerequisite: MAT 395. Cr 3.

MME 513 Laboratory: Project ASPIRE Calculus
This is a supervised practicum designed to prepare academically qualified, experienced high school faculty to teach sections of introductory calculus offered by the Department of Mathematics and Statistics at USM. Prerequisite: Must be taken concurrently with MME 519. Cr 3.

MME 519 The Teaching of Calculus in Secondary Schools
This is a review of basic calculus and will include functions of one or more variables, graphs, limits, derivatives, integrals, applications of derivatives and integrals, optimizations, infinite series, and analytic geometry in the plane. Prerequisite: A master's degree in mathematics (or the equivalent), at least five (5) years of teaching experience, and recommendation of the high school principal and the department chairperson. Students must apply directly to the instructor for acceptance to the course. Cr 3.

MME 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 activity based and involves activities which may be implemented into the classroom. Cr 3.

STA 652 Non-parametric Methods
Certain techniques of goodness of fit, order statistics, two treatment comparisons, several treatment comparisons, rank tests in randomized complete blocks. Prerequisite: MAT 382 or permission of instructor. Cr 3.

Military Science
MIS 229 ROTC Basic Camp
A six-week summer camp conducted at Fort Knox, Kentucky. The student receives pay, and travel costs are defrayed by the Army. The environment is rigorous, and is similar to Army Basic Training. The training includes the role and mission of the U.S. Army, map reading and land navigation, first aid, marksmanship, leadership, physical training, drill and parades, and tactics. Completion of MIS 229 satisfies all basic course requirements. Six different cycles offered during the summer. Basic course applicants are accepted during the spring semester. Students apply for enrollment to the professor of military science. Selection for attendance is based on qualifications and merit. Cr 6.

Music
MUE 520 Philosophy of Music Education
A study of the philosophical bases and theories that have particular application to music education. The relationship of philosophical understanding to contemporary practices will be investigated. This course is required for all students accepted in the music concentration of the Instructional Leadership Master's program. The course is also open to those with an undergraduate degree in music education or a provisional/professional certificate in music education. Cr 3.
MUE 521 Selected Topics in General Music: Teaching Creative Listening in the Elementary School. A study of the approaches to creative and active listening instruction in the elementary school. Course content will include a survey of current research and methods in addition to the development of directed listening materials appropriate for all grade levels. This course is required for elementary specialists accepted in the music concentration of the Instructional Leadership Master's program. The course is also open to those with an undergraduate degree in music education or a provisional/professional certificate in music education.

MUE 524 Teaching Nonperformance Music for Senior High School. Planning and implementing secondary school general music instruction, with emphasis on a course for the high school general student entitled Survey of Music. Topics include philosophy and rationale, selection of content, choice of materials, motivation of students, management of the classroom, and development of effective teaching techniques. The course is also open to those with an undergraduate degree in Music Education or a provisional/professional certificate in Music Education. Cr 3.

MUE 599 Orff-Schulwerk Teacher Training Level II. Level II is a continuation of the Level I course and includes a review of pentatonic scales, orchestration techniques for LV, I-IV, and I-IVV accompaniments, explanation of rhythmic training with continuation into irregular rhythms and meters, orchestrations in modal scales, continuation of soprano recorder and introduction of alto recorder, vocal, movement, and instrumental improvisation will also be included.

MUS 100G Music Appreciation and History. A survey of music from the Gregorian chant to modern times, covering musical practices of the renaissance, baroque, classical, romantic, and contemporary periods. Representative works by the outstanding composers of each period. Cr 3.

MUS 103G Introduction to Jazz. A survey of jazz from its inception to the present day. Involves a study of the origins and stylistic development of jazz. Cr 3.

MUS 110F Fundamentals of Music. A background study of concepts and skills essential to an intelligent reading of music. The development of natural music abilities through participating in singing, rhythmic activities, and instrumental work. An appreciation of music through awareness of basic structures. Cr 3.

New England Studies. Note: All students who have not been accepted into the New England Studies Program must have written permission from the Director before taking any New England Studies course.

NES 626 Culture, Thought and New England Literature II. A continuation of NES 25, this course focuses on the shifting boundaries of New England culture, thought, and literature from the mid-nineteenth century to the present. Cr 3.

NES 650 Writers of Northern New England. In this course we will study modern and contemporary literature of northern New England, with the aim of understanding the region's literary and cultural traditions, its values and myths. The course will deal mainly with the genre of poetry, though fiction and nonfiction will also be included. Most of the course writers were/are based in the largely rural area which for Emily Dickinson was west of Boston, and for Robert Frost and later writers was "north of Boston"--a territory composed of Vermont, New Hampshire and Maine. In addition to these two poets the course will include the following writers of northern New England: Edwin Arlington Robinson, Sarah Orne Jewett, Robert Francis, Robert Lowell, Denis Ledoux, Maxine Kumin, Donald Hall, Wesley McNair, Jane Kenyon, Galway Kinnell, Christopher Farhy and David Budbill. For comparative purposes, we will also study one short work each by the southern and midwestern writers William Faulkner and Katherine Anne Porter. Cr 3.

NES 690 Project. Completion of a two-semester project (NES 690/691) that combines independent study and work in a historical society, a museum, a cultural organization or other public or private institution. In consultation with an advisor, the student defines and develops the project in relation to his or her particular interest in New England Studies. Cr 3 (NES 690 and NES 691: Cr 6).

Philosophy. PHI 105E Introduction to Philosophy: Theories of Human Nature. A study of some influential theories of human nature in Western culture. Among issues to be studied are: the questions of method; freedom and determinism; materialism and dualism; and the nature of moral values. Prerequisite: ENG 100C. Cr 3.

PHI 107E Introduction to Philosophy: Search for Indentity. Philosophy is the attempt to formulate adequate views concerning issues that cannot be settled solely by the use of scientific method (i.e., by observation and experiment). It has two aspects: a characteristic method and a characteristic subject-matter. This course introduces students to both aspects of philosophy, primarily through study of original texts. The course deals respectively with issues concerning: (1) knowledge, e.g., "How do we get knowledge?"; "What is knowledge?"; (2) metaphysics, e.g., "Can the existence of God be proven?"; "What is the nature of mind (or consciousness)?"; and (3) ethics, e.g., "Are moral values all relative?"; "How may the morality of actions be evaluated?" Students tend to leave this course with an enhanced—or a new—sense of the pervasiveness of philosophy in everyday life. Prerequisite: ENG 100C. Cr 3.

PHI 108E Introduction to Philosophy: Philosophical Reading (and Writing). This course aims to teach the student a particular skill: philosophical reading (and writing). On the most immediate level, this will be a course in reading (and writing about) philosophical texts. The texts will give the student a sense of the immense history, wealth, and suggestibility of philosophical writing, its various genres, and its authors. On another level, the course will teach the student the craft of writing (and writing about) philosophy. Any piece of writing can be read (and written about), with profit, philosophically. The second skill and its profit cannot be acquired without first studying the first, thus the bulk of the course will focus on reading (and writing about) philosophy texts philosophically. Prerequisite: ENG 100C. Cr 3.

PHI 265 Feminist Philosophy. The course explores the contributions of feminist philosophers to gender analysis and the philosophical assumptions inherent in theories of gender difference, including theories from sociobiology, biological determinism, physiology, and social construction theory. Examination of gender assumptions may be studied in any of the following applied areas: women's work, women and sports, legal sexual inequality, pornography, and reproductive rights. Prerequisite: any PHI 100-level course and any WST course. Cr 3.

Physics. PHY 111K Elements of Physics I. This course is an introduction to the fundamental concepts of mechanics, sound and heat. Lectures, problem solving, demonstrations, laboratory exercises will be used to develop an understanding of physical phenomena. This course is not recommended for students planning to major in the physical sciences or engineering. Prerequisite: high school algebra. Two 2-hour 45-minute lectures, one 3-hour lab and one 2-hour 45-minute recitation per week. Cr 4.

PHY 112 Elements of Physics II. A continuation of PHY 111K introducing the concepts of electricity, magnetism, optics, and modern physics. Prerequisite: PHY 111K or equivalent. Two 2-hour 45-minute lectures, one 3-hour lab and one 2-hour 45-minute recitation per week. Cr 4.

PHY 123 General Physics II. A continuation of PHY 121K introducing the concepts of electricity, magnetism and light using calculus. This course is intended for students who plan further studies in the physical sciences, mathematics, or engineering. Prerequisite: PHY 121 or equivalent and one semester of calculus. Cr 4.
PHY 124 General Physics Laboratory II
Experiments designed to illustrate the concepts studied in PHY 123. Prerequisite: prior or concurrent registration in PHY 123. Cr 1.

Political Science

POS 101J Introduction to American Government
This course focuses on the political institutions, processes, behavior, and problems of government in the United States. The national government is emphasized. Key topics include: the Constitution, Supreme Court, Congress, Presidency, political parties, public opinion, and interest groups. Cr 3.

POS 102J People and Politics
This course introduces the student to modern political analysis. It centers on basic questions in the study of political behavior: how people learn about politics, what type of political system they adopt and support, who does and who does not participate in politics, how political conflict is expressed and resolved in various societies. The course aims at familiarizing the student with major approaches or methods which political scientists have found helpful for understanding real political behavior. Note: POS 101J is not a prerequisite for POS 102J. Cr 3.

POS 354 State Internship
Provision may be made to gain professional experience in a department or agency of state government. The course is open only to selected students; see department chairman for details. Students will meet for a series of internship seminars, for which readings and research reports are required. The state government internship is available under the Maine State Government Internship Program. Cr 6.

Psychology

PSY 101J General Psychology I
This course is an introduction to the study of behavior as a natural science. Among the topics covered are: method of inquiry, physiological foundations of behavior, sensation and perception, motivation and emotion, learning and thinking. This course is a prerequisite for all courses in the department. Cr 3.

PSY 102 General Psychology II
A continuation of Psychology 101J. It deals with complex psychological processes such as ability testing, personality, conflict, behavior disorders and therapy, and social and industrial behavior. Prerequisite: PSY 101J. Cr 3.

PSY 232 Psychology of Adjustment
This course involves a study of the development of personality patterns, modes of behavior, life style, and coping mechanisms considered normal in this society. Consideration of their value to individual functioning. Prerequisites: PSY 101J and 102. NOTE: This course does not count toward major credit. Cr 3.

PSY 235 Psychology of Women
This course covers psychology of women and psychological literature relevant to men and women. Some topics include physiological and personality differences between the sexes, sex-role development, role conflict, women and traditional therapy. Prerequisites: PSY 101J and 102. Cr 3.

PSY 333 Psychopathology
The etiology, development, and manifestation of the major forms of mental illness with particular emphasis upon the neuroses and psychoses are discussed. Psychological, social, and biological factors which contribute to maladjustment are examined. Prerequisite: PSY 101J and 102. Cr 3.

PSY 361 Sensation and Perception
This course examines perceptual processes in selected sensory systems. Emphasis is on experimental methodology, research findings, and theoretical interpretations. Prerequisites: PSY 201D and 205. Cr 3.

PSY 400 01 Sports Psychology Institute
See Special Programs section of this catalog.

PSY 400 02 Childhood Psychopathology
See Special Programs section of this catalog.

Social Work

SWO 397 Department Projects
Individual or group projects, requiring independent study or field work in some aspect of social welfare, are selected by students in consultation with faculty. Prerequisite: department permission. Cr 3.

SWO 433 Social Work Research
This course studies the methods and implications of social work research for social policy and social work practice. Prerequisites: SWO 101J plus senior standing or permission of instructor. Students must also have satisfied quantitative decision making requirement with one of the approved statistics courses. Cr 3.

Sociology

SOC 101J Introduction to Sociology
This course discusses the fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effects of group processes, social classes, stratification, and basic institutions on contemporary society. Cr 3.

SOC 380 Sociology of Violence
This course will investigate the socio-cultural factors associated with various forms of human violence, both instrumental and expressive. Among the topics to be considered are: domestic violence, hooliganism, violent crimes and political violence, from terrorism to war. Prerequisite: SOC 101J or permission of instructor. Cr 3.

Theatre

THE 101G Introduction to Drama
This is a lecture-discussion course designed to provide students with a conception of the development of the theatre and its literature. The course consists of a survey of Greek, medieval, Elizabethan, French neo-classic, and 18th, 19th and 20th century theatre and drama. Cr 3.

THE 120F Acting I—Fundamentals of Acting: Movement and Improvisation
This is a practical course designed to introduce the student to basic procedures necessary to experience the creative process in acting. The course is designed to cultivate the student's sense of both physical and mental self by increasing his/her imagination, creative, and technical abilities. Course utilizes movement, sensitivity, mime, and improvisational exercises. Cr 3.

THE 170F Public Speaking
This is an introductory course in the fundamentals of public discourse. Primarily a lecture-performance course, students will learn the basics of informative, persuasive, and entertaining speaking, as well as the processes of problem-solving and informative discussion. Emphasis is upon conception, analysis, structure, and modes of proof. Cr 3.

THE 290F Oral Interpretation
This course involves the assimilation and analysis of literary material (poetry, prose, drama) with emphasis on the techniques used in reading written material aloud to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral readings, an appreciation of that literature. Cr 3.

THE 299F Introduction to Ballet
This course is designed to acquaint students with the technique, history and aesthetics of ballet. Students will participate in a weekly dance technique class where they will learn basic ballet vocabulary, discipline and movement phrases. Video tapes of Romantic, Neo-classic and psychological ballets will be shown as part of history and aesthetic study. We will view dances within the social context in which they were created and with the choreographer's intention as a guide. Cr 3.

THE 398 Theatre Internship
Students will assume a full one-semester internship with a professional theatre or Reader's Theatre Company. Students will be involved in management, acting, directing, or technical theatre as a member of the company. Each student will be assigned a faculty advisor who will make a biweekly evaluation of ongoing work. Participants will be required to keep a diary and/or portfolio to be reviewed by the faculty of the Theatre Department at the conclusion of the internship. All creative work done by the student will be evaluated by the advisor and at least one other, or if possible, all members of the department. Prerequisite: permission of the Theatre Department. To be arranged. Cr 3-15.
Foundations of Education

EDU 200 Studies in Educational Foundations
This course provides an introduction to the study of American education. Problems and issues in contemporary education are examined from several perspectives, including the social, historical and philosophical. Cr 3.

EDU 210 Theoretical Foundations of Learning
This is an interdisciplinary approach to the study of the learning process. It explores origins and domains of learning theories. It analyzes how major theories view the learning process. The course applies theoretical content to motivation, concept development, classroom management, methodology and evaluation. Prerequisites: EDU 100 and HRD 333J (or concurrent). Cr 3.

EDU 305 Teaching Elementary School Mathematics
The course will focus on developing techniques for teaching mathematics to elementary grade pupils. Conducted in a setting of activity-oriented sessions, special attention will be devoted to explanations for children about the fundamentals of mathematics, diagnosing mathematical difficulties, organizing various modes of instruction, and exploring ways to enrich the curriculum. Prerequisite: MAT 100D. Cr 3.

EDU 308 Science for Children
An alternative to EDU 307. This course is conducted in a University science resource center and provides opportunities for students to apply learning theory by exploring current science curricula. Emphasis is on content analysis and comparison and on implementation in public classrooms. A field experience is included whenever possible. Recommended prerequisite: EDU 210. Cr 3.

EDU 312 Teaching Language Arts in Elementary School
This course reviews recent trends, methods and materials basic to the teaching of communications skills with an emphasis on the writing process. Topics include spelling, handwriting, listening, creative expression, and speaking. Tapes, records, filmstrips, transparencies, kits, and contemporary language art books for the elementary school are used. Cr 3

EDU 321 Developmental Reading II
This course builds upon the concepts introduced in Developmental Reading I. Students are guided in designing specific instructional activities that correspond to the major stages of reading progress. Empirical demonstrations, methods, and materials for teaching reading are stressed. Prerequisite: EDU 303 or equivalent. Cr 3.

EDU 323 Independent Study in Education
This course provides juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field, bearing upon it previous course experiences and emerging with an intellectually sound, coherent synthesis, or an artistic or technical creation reflecting a high caliber of performance. May not be used as a substitute for currently described courses. Cr Var.

EDU 335 Exceptional Students in the Classroom
This course shall serve as an introduction to the unique characteristics and needs of exceptional students in grades K-8. Legislation and its implications, roles and responsibilities of the regular classroom teacher, resources and characteristics of exceptional students shall be discussed. Cr 3.

EDU 336 Children's Literature
In addition to acquainting the student with children's books, authors, and illustrations, this course is designed to help develop standards for evaluating children's books and prepare students for using their knowledge of children's literature in the classroom. It is intended as a survey course dealing with the utilization of library materials for children from pre-school through elementary school years. The student will be expected to read children's books widely and in depth. Prerequisite: junior standing. Cr 3.

HRD 333J Human Growth and Development
This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multidisciplinary view of human development will be taken which considers stability as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: sophomore level standing. Cr 3.

PHE 102 Independent Activities
This course will allow students to earn credit for doing physical education activities outside the University. Students may select any activity which can be done independently or may enroll in a structured program, such as Y classes, aerobic dance classes, etc. Instructor permission required. Cr 1 or 2.

PHE 304 Health and Physical Education for Elementary Teachers
A basic course for prospective teachers to develop knowledge and skills to acquaint them with essentials for sound program planning in the various areas of health and physical education. Topics include teaching methods and materials, curriculum, class organization, and lesson planning and evaluation in health and physical education. Observation and practical experience with children will be included. Cr 3.

Graduate Education

Resource Courses

EDU 600 Research Methods and Techniques
A study of concepts, principles, and techniques of educational research with emphasis on scientific inquiry and problem solving, designed for both the producer and consumer of educational research. Individual research proposals and reports are completed. Prerequisite: open to matriculated students only. Cr 3.

Human Resource

HRD 600 Adult Education and Human Resource Development
This is the mandatory first course in the master's program. The course introduces the student to adult education, continuing education, and human resource development, including its history, philosophy, and trends in the United States and worldwide. The course also introduces the student to the graduate program and to the network of current students and program graduates. Particular attention is given to career and educational planning, including the assessment of prior experience, the beginning of a professional portfolio, the development of a career plan to be sought through the program, and the development of an educational plan for the completion of the program. Cr 3.

HRD 603 Consultation
This course is designed to introduce students to consultation skills that can be utilized for evaluating organizational structure and individual client management. A variety of theoretical approaches to the role of the consultant will be offered, including focus on behavioral observation, organizational development, relating to staff people as a consultant and communicating the results of a consultation. Prerequisites: HRD 686 and HRD 690, or permission of the supervising professor. Cr 3.
HRD 607 Introduction to School Guidance Services
This is an introductory course for those intending to enter the field of school guidance and counseling. It is designed to consider the theoretical basis for guidance practices in elementary and secondary schools (K-12). This includes working collaboratively with the home, school, and community to meet the personal, educational, and career concerns of students. Historical and social contexts along with philosophical issues and emerging directions of guidance will also be discussed. Cr 3.

HRD 608 Career Development
This course will focus on the process of career development. Work will be addressed as an activity which has a primary impact on our lives. Career development will be examined as a process which continues throughout the life span. Different theories of vocational choice will be examined and various methods of assessing vocational interests and aptitudes will be explored. Special populations such as those with disabilities, displaced homemakers, and elderly will be discussed. The overview of the course will be to explore with participants career development strategies used in school and community settings. Cr 3.

HRD 620 Fundamentals of Counseling Skills
This course emphasizes the development of fundamental counseling skills such as attending behavior, listening, reflection of feeling, paraphrasing, and questioning. The course examines the process and content of the counseling interview as well as verbal and non-verbal factors which influence the interactions within the counseling relationship. Primary focus will be to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: open to matriculated graduate students only. Cr 3.

HRD 621 Fundamentals of Counseling Theories
This is a seminar for those who are or will be engaged in psychological counseling in an educational or mental health type setting. Selected theories and techniques are closely examined. The research literature which has a bearing on the effectiveness or non-effectiveness of counseling is reviewed. Cr 3.

HRD 622 Counseling Young Children
This course is designed to review theories, techniques, and strategies used in counseling young children. Attention will be given to the examination of the counselor's role, the goals of counseling and developing relationships with children. In addition, students will be given the opportunity to explore the uses and techniques of non-verbal languages of counseling including play, dramatics, movement, art and music, and how they relate to child growth and development. Prerequisite: successful completion of HRD 620 or permission of instructor. Cr 3.

HRD 626 Group Process and Procedures
The course focuses on the understanding of basic principles of group development and the recognition of the dynamics of group interaction. It also focuses on the improvement of personal interaction processes and their application to other group settings. Open to matriculated graduate students only. Cr 3.

HRD 627 Group Counseling
This course is an extension of basic knowledge and practice in the fundamentals of group dynamics. Emphasis will be on the development of concepts, attitudes, and skills necessary to understand and lead counseling groups in a variety of settings and on the development of a deeper sense of how each participant intervenes in a group. Prerequisite: HRD 626 or equivalent. Cr 3.

HRD 628 Introduction to Marriage and Family Counseling
This course is an introduction to the structure and dynamics of the family, as well as methods of family intervention and counseling. The relevance of understanding and skill in the areas of rehabilitation counselors and school counselors is emphasized. Methods of instruction include lecture, group discussion, role playing, and audio/video programs. Prerequisite: HRD 690 or permission of the instructor. Cr 3.

HRD 661 Life Span Development II
This course examines the processes underlying growth, development, and behavioral changes of human from young adulthood through old age to death. The interaction of biological, cognitive, and psychosocial development in adulthood is described. Cr 3.

HRD 662 Theories of Human Development
This course is designed to provide an understanding of the nature and needs of individuals at all developmental levels. It will examine major theoretical perspectives on life-span development and the philosophical and historical bases of these approaches. This examination will include an overview of cognitive developmental theories, personality theories, learning theories, the ethological perspective, humanistic theories, and theories of adult development. Cr 3.

HRD 663 Child and Adolescent Development
This course is designed to provide an understanding of the nature and needs of individuals at all developmental levels. It will examine the processes underlying growth, development and behavioral changes from conception through adolescence. The interaction of biological and environmental factors will be considered in studying physical, cognitive, social and emotional development during these early years of the life span. Prerequisite: HRD 662 or permission of instructor. Cr 3.

HRD 664 Culture, Tradition and the Life Cycle
This course is designed to provide an understanding of the nature and needs of individuals at all developmental levels. It focuses on the social and cultural foundations, changes, and trends that impact on life span human development. Drawing from the social science disciplines, cultural traditions are examined in relation to changing roles, mores and lifestyles. The course considers specific ethnic groups of northern New England to see how traditions might influence attitudes toward growth potential. Prerequisite: HRD 662 or permission of instructor. Cr 3.

HRD 665 Psychological Measurement and Evaluation
This course focuses on group tests and related measurement techniques. The course content will include a review of the history of testing, current issues, fundamental statistics for understanding and evaluating tests, a review of selected aptitude, intelligence, achievement interest and personality tests. In addition, other standardized and non-standardized evaluation measures will be reviewed. Cr 3.

HRD 667 Group Counseling
This course is an extension of basic knowledge and practice in the fundamentals of group dynamics and leadership. Emphasis is on the development of concepts, attitudes, and skills necessary to understand and use counseling groups within a variety of settings. Course time will be spent as a group participant, as well as in didactic instruction. Prerequisites: HRD 662 or equivalent and permission of the instructor. Cr 3.

HRD 683 Adolescent Depression and Suicide
The objective of this course is to become informed of the major aspects of understanding and working with the depressed, suicidal adolescent. The focus will be on the definition of suicide according to Edwin Schneidman as well as understanding adolescence from a developmental perspective. In addition, the myths, realities, attitudes, motives and underlying causes and prevention of adolescent suicide will be discussed. Cr 3.

HRD 686 Internship in Counselor Education
This course provides an opportunity for the student to integrate formal coursework with on-the-job experience in selected helping institutions. The course may be taken for 1 to 12 credit hours and is a post-practicum (HRD 690) experience. Prerequisite: approval of the supervising professor. Cr 1-12.

HRD 687 Internship in Adult Education
This course is designed to provide professional experience in the student's selected area of concern. A plan for the internship is presented for approval to the student's advisor. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment. Cr 1-9.
HRD 698 Directed Study in Human Resource Development
This course provides students the opportunity to pursue a project independently planning and exploring an area of interest within the field of human resource development. The project must be field based, intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the faculty supervisor. An approved proposal is a necessary prerequisite to registration. Cr 1-3.

HRD 699 Independent Study in Human Resource Development
This course provides students the opportunity to pursue a project independently, planning and exploring a topic of interest within the field of human resource development. The project must be library based, intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to register. Cr 3.

HRDX 644 Organizational Development
This course introduces the student to the theory, concepts, practices, skills, and tools of organizational development. A variety of intervention strategies and techniques are explored. Emphasis is placed on the facilitator role in successful organizational interventions. This course is part of the training and development concentration. Cr 3.

HRDX 668 Family Systems
This course examines the application of general systems theory to family development and family interactions as well as provides an overview of the major theories of family therapy. Additionally, it reviews the multigenersational impact of the family on the emotional health and psychopathology of the individual. Cr 3.

HRDX 693 Practicum in Life Storytelling
The basic assumption of this course is that life stories offer a unique way of understanding development across time, and that making time to view our own lives as a whole is one of the important ways in which we uncover meaning as well as personal truth in our lives. Using primarily a practicum/workshop approach, autobiographical exercises will be combined with the use of traditional stories (myths, biblical tales, and folk tales) to create one's personal myth, adding perspective, depth, connectedness, and a richness to the life story. This process will also enable counselors, educators, and other human service providers to become more aware of the guiding themes in the lives of those with whom they work. Prerequisite: HRD 604, HRD 605, or permission of instructor. Cr 2.

EDUCATIONAL ADMINISTRATION

EDU 671 Organizational Behavior
This course is a systems approach to understanding and predicting human behavior within organizations. The course emphasizes analytical means to 1) reveal forces which affect decision-making and leadership behavior, and 2) identify implications for managerial functions. Basic concepts such as authority, influence, motivation, communication, conflict, pattern maintenance and tension management are discussed and applied. Cr 3.

EDU 678 School Law
The purpose of this course is to acquaint students with general principles of school law as found in the interpretation of constitutional and statutory provisions by the higher courts. Laws governing pupils, teaching personnel and boards of education will be stressed with particular emphasis on Maine school law. Cr 3.

EDU 683 School Finance
This course will trace the historical background and development of the present Maine School Finance Administration. A detailed examination of the interest and the underlying concepts and relationships of the Act will be studied. Local budget and expenditure practices will be reviewed. Emphasis will be placed on helping the student develop a clear conceptual understanding of the overall system by which state aid is provided to Maine school systems. Cr 3.

EXE 615 Classroom and Behavior Management for Learners Who Are Exceptional
This course examines a variety of strategies for promoting positive behavior. Topics include preventing misbehavior through classroom organization strategies, responding to misbehavior in constructive ways, and designing strategies to help children develop appropriate social skills. Students are expected to conduct several classroom application projects. Cr 3.

EXE 653 Assessment in Special Education
Numerous tests in the areas of intelligence, achievement, perceptual motor skills, adaptive behavior, and behavior will be examined. Students will work with children in their area of specialization. The course emphasizes the organization and administration of special education programs. Prerequisite: EXE 601 or permission of instructor. Cr 3.

EXE 684 Administration in Special Education
This is a field-based course designed to offer experience in administering special education programs. The course emphasizes the organization and administration of special education programs. Prerequisite: EXE 601 or permission of instructor. Cr 3.

EXE 687 Technology in Special Education and Rehabilitation
This course introduces students to the use of technology in the education and rehabilitation of individuals with special needs. A range of technological systems will be examined from "low tech" devices such as simple switches to computers, adaptive devices, and software appropriate for handicapped individuals. A variety of equipment, materials, hardware, and software will be available for demonstration and student use. Methods and techniques for evaluation and determination of appropriate and inappropriate use of technology will be stressed. Cr 3.

EXE 690 Disablity, Deviance, and Development
This course examines the growth and development of disabled adolescents from a social context. Society's historical treatment of disabled people and the effect social attitudes have on development will be addressed. Developmental theory presented through classwork and readings will be supplemented by research and interviews with adolescents and their teachers and families. Cr 3.

EXE 699 Directed Study
This course is an opportunity to gain, apply, and integrate knowledge and skill in exceptionality by planning and conducting a project. The project must be intellectually sound, have direct applicability to the student, and produce a high quality product. Specific content and methods of evaluation will be determined in conjunction with faculty supervisor. Prerequisite: completion of 3 courses or professor's permission. Cr var.
Instructional Leadership

EDU 603 Analysis of Teaching
This course provides opportunity to view teaching from the perspective of selected conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course. Cr 3

EDU 604 Curriculum Development
This basic curriculum course will provide students with an understanding of what curriculum and curriculum development are. Using a collaborative approach, teachers and administrators will plan the design of a curriculum consistent with personal ideals and applicable in a given context. Students will analyze the curriculum in terms of knowledge, skills, learning processes, and affective dimensions. Special emphasis will be given to the processes of curriculum implementation and curriculum evaluation. Cr 3

EDU 610 Critical Issues in Teaching and Learning
This course provides grounding and direction for a spiral of learning to continue throughout the program. It draws on direct and observed experience of participants, as well as on the literature of theory, research, and practice, to explore critical issues in teaching and learning. It aims to provide students with a process of inquiry useful for identifying, classifying, and analyzing instructional problems and the skill in making decisions about curriculum and pedagogy. Cr 3

Professional Development Center

EDU 501 International Seminar
Seminar participants will develop competency in internationalizing educational curricula by way of: exposure to Irish and English culture, history and educational systems; examination of the ways in which foreign educators have internationalized their curriculum; readings and course project. Program highlights include an overview of the history and educational system of Ireland; tours of the Galway and Cork areas conducted by Irish educators and cultural historians; lectures on archaeology, history, literature and music of Ireland; visits to schools and meetings with Irish and English educators; lectures on the British educational system; tours of London and Cambridge; examination of Irish and English curricula; and a hovercraft trip to France. Cr 3

EDW 472 Newspapers in Education
Through hands-on experiences and modeling, participants will learn to create and adapt highly motivating newspaper activities to teach concepts and skills in any subject or grade level. Emphasis is placed on classroom applications of educational research on collaborative learning, learning styles, thinking skills, whole brain processing, and integrated instruction. Cr 3

EPD 503 Arts Education Institute
The USM Arts Education Institute will offer elementary classroom teachers an intensive week of theater, dance and art studies. Drawing upon their extensive experience in schools, the faculty will help teachers plan interdisciplinary arts projects for their students. Performances, films, museum visits, and lectures will augment our studio work. A follow-up day is planned for fall, 1990. Cr 3

EPD 511 Middle School Institute
The program's focus is on teaching and knowing the young adolescent with emphasis on how to develop staff communication and skills to provide quality education at this level. The institute encourages school system teams to attend and indentify a specific educational project prior to the course. This project will provide the focus for the week's work and be implemented during the 1990-91 school year. This is a fee course. Contact the Professional Development Center for more information. Cr 3

EPD 520 Southern Maine Writing Project
Affiliated with the National Project Network, SMWP conducts an intensive three week writing institute for classroom teachers and language arts specialists in elementary, junior and senior high schools. Participants will practice theory-based strategies for teaching writing as process, participate in reading/writing groups, and develop presentations for subsequent inservice workshops in Maine schools. Cr 3

EPD 555 Programs for Gifted/Talented Students with Artistic Ability
This course is for individuals wishing to plan and implement programs for gifted and talented students who have demonstrated significant achievement or potential in the areas of the literary, the performing, and/or the visual arts. Topics will include identification techniques, programming options, use of community resources, and selection of instructional materials. Pre- and post-course readings and projects will be assigned. Cr 3

EPD 586 Contexts for Literacy Learning in the Young Child
This course will help students develop background knowledge about literacy as a social phenomenon, and will help students apply this knowledge to the early classroom setting. Stress will be on ways to create literacy contexts in preschool and kindergarten classrooms. Emergent literacy strategies will be analyzed and discussed, and the adult's role as social mediator will be explored in depth. Pre- and post-course readings and projects are required. Cr 3

EPD 591 Stress, Competitiveness and the Gifted Child
This course will discuss the sources and outcomes of stress and competitiveness in the lives of gifted children. Topics include: sources of stress and competitiveness; physical, emotional and cognitive effects of stress; techniques for reducing stress at home and at school; and suggestions for structuring less competitive classrooms. Pre- and post-course readings and projects will be assigned. Cr 3

EPD 592 Identifying and Nurturing Multiple Talents in Gifted Students
This course is for individuals responsible for 1) recognizing and nurturing multiple talents within students; 2) planning and implementing learning experiences using multiple talents; 3) developing instructional materials for enhancing multiple talents; 4) creating learning environments conducive to creativity; and 5) evaluating student growth in the multiple talent areas of productive thinking, communication, cooperation, decision making and planning. Pre- and post-course readings and projects will be assigned. Cr 3

EPD 599 Gifted Students with Handicapping Conditions
This course will discuss the nature and needs of gifted students with mild and moderate handicapping conditions. Topics include: identifying, modifying and providing learning experiences and learning environments conducive to the development of abilities; working with families and teachers; and responding to the affective needs of students. Pre- and post-course readings and projects will be assigned. Cr 3

EPDI 530 Storytelling
This course is designed to deepen understanding and appreciation of storytelling as an art form, a performance genre and an educational force. The focus includes a brief history of storytelling, its purposes and values, types of literature suitable for oral presentation, techniques of preparing and presenting stories, styles of telling, and the child as storyteller. Cr 3

EPDI 534 USM Leadership Symposium: 1990 Focus-Organizing Schools for Reflective Teachers.
This institute is designed for mentors, coaches, support teams and supervisors in school settings. Its objective is to explore how to work together to improve teaching. Scholars in the field of education will share their research, ideas and expertise on the topic of supervisory practices. Cr 3

EPDI 589 Consulting for Teacher Certification Competencies
The aim of this course is to develop school district teams of consultants in MDECS teacher certification competencies in order to support the implementation of teacher action plans. Each member of school consultant team(s) will specialize in one of the teacher certification competencies. Cr 3

EPDI 542 Legal and Ethical Practices: Helping Professions
Designed for students and practitioners in the helping professions, this course will initially consider the origin of and differences between codes of ethics, such as those of the APA or AACD, and statutes that govern professional practice. It will review the role of professional associations and governmental bodies in establishing and enforcing standards of professional conduct for persons in counseling, psychology, education, and other human service fields. It will explore issues upon which ethics and law disagree and how and why conflict between legal and ethical codes arose. Cr 3
EPDI 561 Law-Related Education Institute: With the Law in Mind
This institute offers elementary, middle and secondary school educators the opportunity to study the basic concepts, strategies and intellectual tools of the law and their use as classroom material. Morning sessions are led by law faculty, afternoon sessions by elementary and secondary education faculty whose work has focused on making the law speak the language of children and older students. Cr 3.

EPDI 590 Creating Community in Educational Environments
This course explores ways to nurture empathy, resolve conflicts, open communication and create community in classrooms and schools. It includes presentations on such topics as moral development, social responsibility and conflict resolution as well as "promising practices" discussions facilitated by teachers who have been using effective strategies in their classrooms. The program is designed for K-12 teachers, school administrators, school board members and parents. Cr 3.

HRD 645 Institute in Gerontology Education: Aging and Life Review
This course examines the process of life review and its role in human aging. The phenomenology of memory, imagination and identity in later age will be examined. Participants will develop practical methods of facilitating life review of themselves and older clients. There will be a subsequent amount of reading required prior to the first class. Those registering after June 1 must obtain prior permission of the instructor. Cr 3.

HRDX 646 Adult Education Institute: Adult Learning Around the World
This course is an elaboration of Maine's first annual adult education conference exploring philosophy and issues related to adult learning. This year's conference will have an international focus. In addition to participation in the conference, students are required to read extensively, conduct a learning project, and engage in seminars with the course instructor both during and after the four days. This is a fee course. Contact E. Michael Brady for more information. Cr 3.

Reading
EDU 510 Development of the Composition Process
This course in language arts emphasizes the development of writing proficiency. 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 teachers, most secondary teachers can be accommodated. Cr 3.

EDU 515 Teaching Writing: Middle/High School
This workshop is intended for teachers of grades five through twelve, in both language arts and content areas. "Writing as a process," covering the steps of pre-writing, writing, revision and editing, is the course focus. Topics include use of writing not only for testing students' knowledge, but also for promoting content learning. Narrative and expository writing assignments will be covered. Model assignments are provided with the opportunity to experience the writing process first-hand. Content assignments include: note-taking, essay writing, research papers, compositions, the writing/vocabulary development connection, and using creative writing to promote readiness for content learning. Cr 3.

EDU 524 Supervised Practicum in Reading Disabilities
This clinical experience is given in conjunction with the Reading Clinic or the University Reading Academy. Working under supervision, students use selected assessment instruments with adult/children who have learning and reading difficulties. Testing sessions will be unique and geared to specific diagnostic needs perceived by instructors. Cr 1-6.

EDU 621 Reading Remediation
This course conceptualizes reading diagnosis as a process of becoming informed about a learner. Heavy emphasis on developing diagnostic insights and corrective strategies for disabled readers of all ages. Updates traditional approaches and elaborates on current trends from research and practice. Stresses case studies and in-class practice to help teachers implement diagnostic corrective procedures in the classroom. Prerequisite: EDU 620 or equivalent. Cr 3.

EDU 622 Language and Literacy for Young Children
The focus of the course is the development of language (both oral and written) in children three through eight years of age. Content includes the characteristics of language learners, the conditions that promote emergent literacy, and organization and management of literacy instruction in the primary grades. Cr 3.

EDU 630 Organizing for Literacy Instruction
The course identifies and explores the components of effective literacy programs at the upper elementary and middle school levels. Focus is on the design and implementation of literature-based instruction and management of self-selected reading. Prerequisites: EDU 620. Cr 3.

EDU 633 Special Applications of Reading Methods
Independent study opportunities to apply course experiences in field-based situations are encouraged. Considerable latitude is possible in pursuing options of professional interest with approval of advisor. Examples of activities include: writing project (meeting standards of professional journals), intensive clinical experiences, educational consultation and research. Independent options must be approved in writing by the Program Coordinator. Cr 1-6.
LEWISTON-AUBURN COLLEGE

SCHOOL OF APPLIED SCIENCE

Applied Immunology

AIM 630 Medical Immunology
This course stresses the medical relevance and application of immunology, both in the laboratory and in the clinic. Specific topics covered include assay formats and design, assay interpretation, new technology and instrumentation, the role of the immune system in protection, the interactions of the immune system with inflammation, as well as the diagnosis, pathologic mechanisms, and treatments of immunodeficiency, autoimmune, and lymphoproliferative diseases. Cr 3.

AIM 631 Medical Immunology Laboratory
Cr 3.

AIM 640-666 and AIM 698
For information about these courses see the 1989-1990 Graduate Catalog or contact the School of Applied Science.

Computer Science

COS 160 Structured Problem Solving: PASCAL
This course is an introduction to the use of digital computers for problem solving, employing the PASCAL programming language as a vehicle. Content includes elementary control structures and data representation methods provided by PASCAL and the top-down programming methodology. Course requirements include a substantial number of programming projects. Prerequisite: two years of high school algebra or equivalent. Cr 3.

COS 698 Master's Project
A six-credit project is required of all students. The project must be approved by the computer science faculty in advance. Prerequisite: full graduate standing and faculty approval. Cr 3 or 6.

Engineering

ELE 100 Introduction to Engineering
This course provides basic understanding of engineering methods and use of computers as engineering tools. Word processing, engineering calculations, data processing, graphics, computer-aided drafting, principles of design, and report writing. Learning of computer skills is associated with each topic. A simple design project and report are included. Prerequisites: none. Typing skills are useful. Lecture 3 hours, Lab 3½ hours. Cr 3.

ELE 210 Electric Circuits I
Basic circuit laws and theorems, natural and forced responses of first order systems, phasor concepts, application of basic circuit theorems to steady-state a-c networks including steady-state power are discussed. Characteristics and proper use of basic circuit instruments. Prerequisites: MAT 153, PHY 123. Cr 4.

Technology

ITP 350 Conference Leading
This is a course in philosophy and techniques of organizing and conducting successful conferences. Each participant will assume the responsibility of planning and leading a simulated conference. Cr 3.

ITP 370 Job/Work Analysis
The course in job analysis is basic to the functional aspects of work involved in producing goods and services in our economy. It is a first course in applied research, helping the technology major to understand the importance of being methodical in one's study and one's work. There is also emphasis in the course on career development, work design, work ethic and work productivity. A semester project requires students to analyze a job in terms of relevant duties, tasks, job methods and requirements. Cr 3.

ITP 380 Principles of Industrial Management
Fundamental principles of management as applied to business and industrial settings are discussed. The functions of management, introduced in ITP 100, will be given broader treatment by considering management of manufacturing firms. Prerequisite: ITP 100. Cr 3.

ITP 363 Wood Science
This course discusses wood anatomy and identification experiences leading into a study of the properties of wood, wood-liquid relations, bonding and finishing of wood, and machining as they relate to the manufacturing processes. Prerequisite: ITP 261 or permission of instructor. Cr 3.
ITI 440 Related Occupational Experiences/Internships
Two options, total credits to be no more than the difference between those granted for ITI 400, and 45 credits.

OPTION NO. 1
This course option is designed to permit attendance at an approved industry-sponsored school or seminar for the purpose of providing the student with advanced related occupational or technical training. Courses provided by organizations such as General Motors Training Centers, or International Typographical Union, qualify under this course option. Cr 1–3.

OPTION NO. 2
Approved employment with a company may qualify a student under this option. Arrangements must be approved by the advisor in advance. The experiences should provide opportunities for updating technical skills and knowledge. Credit will be determined on the basis of one credit for each two full weeks of employment (80 hrs) with a maximum of three credits for each period of approved continuous full-time employment. A daily log, summary report, and evaluation by an industrial supervisor will constitute part of this option. Cr 1–3.

For additional information concerning either option of ITI 440 or ITTI 440, consult your advisor.

IEP 699 Independent Study
IEV 460 Independent Study in Vocational Education
This course is an opportunity to pursue independently a topic, project, or experiment of interest. Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of completeness. Permission of advisor. Cr 3.

IEVI 310 Methods and Materials of Instruction in Vocational Education
This course treats the general and specific materials and methods of teaching vocational courses. Deals with both the theoretical and practical aspects. Prerequisites: IEV 300 and IEV 305. Cr 3.

SCHOOL OF BUSINESS, ECONOMICS AND MANAGEMENT

Accounting
ACC 201 Principles of Financial Accounting
This is an introduction to accounting principles and concepts. Emphasis is placed on understanding financial statements and the accounting for assets, liabilities, equities, revenue, and expenses. Cr 3.

ACC 202 Principles of Management Accounting
This course deals with the selection and preparation of information which will serve to support and assist management in planning and controlling a firm's operations; the emphasis is on information needs for management decision making. Included are analysis of financial statements, changes in financial position, cost-volume-profit analysis, budgeting, income tax considerations, and quantitative techniques integrated with more traditional approaches. Prerequisite: ACC 201. Cr 3.

ACC 490 Independent Readings and Research in Accounting
Selected topics in the various areas of accounting, auditing, and income taxes may be studied and researched on an independent basis. Prerequisites: senior standing and completion of admission requirements for majors. Cr 1–3.

Undergraduate Business
BUS 280 Legal Environment of Business
This course introduces students to the legal system, consumer law, agency law, administrative law, antitrust law, labor law, equal employment law, environmental law, and other topics. It stresses the social responsibility of business and the legal and ethical framework in which businesses must function. Cr 3.

BUS 320 Business Finance
This course introduces the student to the theories and techniques of managing capital sources and uses within the framework of shareholder wealth maximization. Lecture, problems, cases. Prerequisites: BUS 290, ECO 201, ECO 202J, ACC 202 or MAT 212 and junior standing. Cr 3.

BUS 327 Investment Management
This course provides the planning and management of investment programs for all types of investors. It evaluates the various media of investments in terms of their risks and profits. The functions of the stock market and its behavior are examined. Prerequisite: ACC 201 and junior standing. Cr 3.

BUS 340 Management
This is a comprehensive introductory survey of the problems encountered by managers and the practices they employ in planning, organizing, leading, and controlling organizations. The role of the general manager in business is explored, as is the behavior of other individuals and groups within business organizations. Among the various topics covered are: development of management as a discipline, motivation, power, leadership, strategic management, decision making, organizational design, job design, information and control systems, and other areas related to the functions and process of management. Prerequisite: junior standing. Cr 3.

BUS 360 Marketing
This is an introduction to the field of marketing normally through the use of a computer simulation game. The concepts of market segmentation, marketing mix strategy, and market systems development are presented along with an analysis of consumer behavior and the need for marketing research. Prerequisites: ACC 201, BUS 290 and junior standing. Cr 3.

BUS 367 Managerial Marketing
Students gain experience making marketing decisions as managers of a computer-simulated firm. The emphasis is on applying a "systems" approach to marketing decision making and on integrating knowledge gained in the other functional business areas into a strategic market planning framework. Prerequisites: BUS 360, BUS 371 and junior standing. Cr 3.
BUS 375 Production/Operations Management
This course is an introduction to the problems and topics associated with the management of production operations and the delivery of services. The primary emphasis is upon the design of model-based planning and control systems. Specific applications of such systems are used to illustrate general concepts as well as implementation difficulties. Prerequisite: BUS 371. Cr 3.

BUS 450 Business Management and Policy
This course discusses administrative practice at the higher levels of business management through case analysis and discussion. The course attempts to coordinate the background of business majors in the formulation and administration of sound business policy. Prerequisites: BUS 320, BUS 340, BUS 360, BUS 371 and senior standing. Cr 3.

BUS 490 Independent Readings and Research
Selected topics in the various areas of accounting, finance, management, and marketing may be studied and researched on an independent basis. Prerequisites: senior standing and permission of the instructor and chair of the department. Cr 1-6.

Graduate Business

MBA 605 International Business
This course studies the business firm in the international environment using the model of the multinational firm. It focuses on the application of international trade and investment theory to the management operations of the multinational firm through use of computer simulation gaming, case studies, and experiential exercises. Prerequisites: MBA 501, MBA 502, MBA 503, MBA 504, MBA 505. Cr 3.

MBA 627 Investment Management
This course involves a systematic and in-depth treatment of security analysis and portfolio management. The security analysis segment develops E-I-C methodology augmented by deterministic valuation models. A major empirical analysis is carried out in conjunction with the theoretical developments. The portfolio management segment develops Markowitz efficient sets and the subsequent developments as contained in Sharpe-Lintner-Mossin theory. Related readings in Fama-Roberts market efficiency tests are assigned as needed. The empirical analysis component of this segment revolves around generating Markowitz efficient portfolios and measuring beta coefficients. Prerequisite: MBA 620. Cr 3.

MBA 691 Independent Study
Selected topics in the area of Business and/or Administration may be studied and researched on an independent basis. Prerequisites: permission of the instructor and the director of Graduate Programs. Cr 3.

Associate Business

ABU 100 Introduction to Business
This course examines the significant relationships between business and the social, political, and economic environment of our society for the purpose of evaluation of goals, values, ethics, and practices in the business world. Historical development of business and capitalism is covered. The industrial and commercial structures and functions in our society are described. Social relationships internal to the firms are explored. Special problems concerning mass production, automation, and employment are discussed along with other current and future issues and problems related to business and our society. Cr 3.

ABU 111 Principles of Accounting I
This is an introduction to the accounting cycle, working papers, and financial statements. A practical emphasis on accounting methodology with coverage of inventory control, cash control, depreciation of plant assets and payroll. Cr 3.

ABU 221 Principles of Real Estate
This is an overview of real estate fundamentals, including rights and interest in land; forms of ownership; contracts; records, and forms; taxes and assessments; appraisals; insurance; brokerage; property management; and land use control. Cr 3.

ABU 227 Introduction to Stocks and Bonds
This course provides the planning and management of investment programs for all types of investors. It evaluates the various media of investments in terms of their risks and profits. The functions of the stock market and its behavior are examined. Prerequisites: ABU 101, ABU 102, ABU 111, ABU 112, MAT 011. Cr 3.

ABU 260 Marketing
This course studies the marketing organization with a focus on product policies, distribution policies, promotional and pricing policies. Market research is implemented by getting students involved in casework, controversial issues, and local business community projects. Prerequisites: ABU 102. Cr 3.

ABU 271 Independent Study
Selected business topics relating to the student's degree program may be studied and researched on an independent basis. Prerequisites: GPA 2.5, sophomore standing and permission of the instructor and chair of the department. Cr Variable.

ABU 285 ABA Work Internship
This is our student's opportunity to apply their academic training to work experiences in the business world. The student, the SBEM, and an employer make prearranged commitments for a one-semester job in a local business organization. The work must be in an area related to the student's chosen concentration in the ABA program and must be approved in advance by the SBEM Director of Internships. This is open only to second year students in the ABA Program. ABU 286 may be taken after ABU 285 for a maximum of 6 credits in ABA Internship. Cr 3.

Economics

ECO 201 Principles of Economics I
This is a theoretical analysis of the basic characteristics, institutions, and operational activities of a modern capitalist economy which is involved in the transformation of scarce economic resources into the goods and services demanded by consumers. Topics discussed include inflation, unemployment, government monetary and fiscal policy to achieve full employment, and economic growth. Cr 3.

ECO 202 Principles of Microeconomics
This is an introduction to the analysis of individual markets: the functioning of prices in a market economy, economic decision making by producers and consumers, and market structures. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Additional topics are determined by individual instructors. Cr 3.

ECO 490 Independent Readings and Research in Economics
Independent study and research of various study and selected areas of economics. Prerequisites: senior standing and a completed independent study form (available from Registrar). Cr 1-3.
SCHOOL OF NURSING

Nursing

NFS 252 Human Nutrition
This course is designed to show how the given nutrients serve to meet the metabolic processes required for life. Prerequisites: Anatomy and Physiology, General and Organic Chemistry, Biochemistry. For challenge information of NFS 252, contact the School of Nursing. Cr 3.

NUR 200 Introduction to Professional Nursing
This course introduces the student to historical and contemporary perspectives regarding the nature and scope of professional nursing. It explores the relationship between professional nursing and the broad base of theoretical and empirical knowledge derived from the behavioral and physical sciences and the humanities. It examines the role of the nurse as communication and caregiver with a diverse, multi-cultural population in a variety of settings. Open to any sophomore standing. University students. Cr 3.

NUR 304 Transition to Professional Nursing
This course introduces the RN student to the nature and scope of professional nursing. The student studies the theories and concepts that form a basis for professional nursing practice with individuals and families. Nursing process is utilized to define the needs for health promotion, restoration and maintenance for clients at various developmental levels in a variety of settings and in a culturally diverse society. The study of nursing history and the development of nursing theory is initiated. Students use research to develop the role of the professional nurse and to explore family theory, crisis theory, and teaching and learning theory. Legal and ethical issues related to the delivery of health care are discussed. Open to RN or junior standing University students. Prerequisites: NUR 200 or RN license. Cr 5.

NUR 309 Total Health Assessment
This course introduces and develops the knowledge and skills necessary to conduct an in-depth bio-psycho-social-cultural health assessment of well individuals across the life span. Emphasis is placed on data collection through development of communication, interviewing, history-taking and physical examination skills, and data synthesis with identification of nursing diagnoses. Open to RN or junior standing students in the School of Nursing. Permission of the instructor required for non-nursing majors. Cr 3.

NUR 395 Holistic Health
See Special Programs section of this catalog.

NUR 401 Health-Related Research
This is an introduction to health-related research with an emphasis on understanding the research process and becoming a consumer of research. Application of current research findings to nursing practice is a major component of the course. Prerequisites: Statistics; NUR 305 and NUR 355; or permission of instructor. Cr 3.

NUR 407 Leadership and Issues in Professional Nursing
Theories of leadership, organizations, and planned change are presented. The student will analyze systems and methods of health care delivery and identify factors and strategies which inhibit or facilitate change. Professional and ethical issues, legislation, and emerging role in nursing will be analyzed. An experiential component is required and varies with the student's learning objectives and interests. Prerequisites: All laboratory and process nursing courses except concurrent with NUR 405 and NUR 455. Cr 4.

NUR 455 Nursing IV Laboratory
In this course, the student is expected to utilize the nursing process in caring for clients with complex health problems. This experience provides the student with an opportunity to care for culturally diverse individuals, families, and groups with a variety of settings. Must be taken concurrently with NUR 405. Cr 4.

NUR 456 Concepts in Community Health
This course introduces concepts and principles basic to the development and maintenance of community health nursing. The epidemiological process is stressed in surveying current major health issues. Emphasis is on groups in the community at national, regional, and local levels. Senior standing in the School of Nursing is required. Cr 3.

Recreation and Leisure Studies

REC 216 Advanced First Aid and Emergency Care
This course will cover the topics prescribed by the American Red Cross in their advanced first aid course, including respiratory emergencies, artificial respiration, wounds, poisoning, water accidents, drugs, burns, emergency childbirth, emergency rescue and transfer, and other topics. Successful completion of the course requirements will lead to advanced Red Cross first aid certification. Cr 3.

REC 219 Personal Fitness
This course is intended to help students understand the basics of health/physical fitness and the importance of fitness as it relates to total lifestyle. In addition to lecture/discussion, each student will be given the opportunity to go through a personal fitness evaluation. Cr 3.
Gorham Campus
50. Academy Building
51. Anderson Hall
52. Art Gallery
53. Bailey Hall (Library)
54. Corthell Hall
55. Dickey/Wood Hall
56. Dining Center
57. Industrial Education & Technology
58. Mechanical Maintenance Shop
59. McLellan House
60. Central Heating & Sewerage Plants
61. President's House
62. Russell Hall
63. Robie/Andrews Hall
64. Upton/Hastings Hall (Bookstore)
65. Warren Hill Gym
66. Woodward Hall
67. 19 College Avenue
69. 51 College Avenue
70. 7 College Avenue

Parking
P15. Faculty/Staff
P16. Student Commuter
P17. Faculty/Staff
P18. Visitor
P19. Student Commuter
P20. Faculty/Staff
P21. Faculty/Staff
P22. Student Commuter
P23. Student Resident
P24. Student Resident
P26. Student Resident
P27. Faculty/Staff/Student Resident
P28. Student Resident
P29. Faculty/Staff
P30. Student Commuter/Faculty Staff
P31. Faculty/Staff
P32. Faculty/Staff
P33. Faculty/Staff
P34. Student Resident