

2015 Summer Issue

the free press

University of Southern Maine Student Newspaper



Inside this issue:

Exploring Portland • Living situations survival guide • Campus work study guide

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The Free Press is a weekly student-run newspaper paid for in part with the Student Activity Fee. One copy of The Free Press is available free of charge. Up to 10 additional copies are available for 25 cents each at the office of The Free Press, 92 Bedford St., Portland, Maine.

We welcome letters to the editor. They must be submitted electronically, include the author's full name, school year and relationship to USM, and may not exceed 350 words without prior approval from the Editor-in-Chief.

Deadline for all submissions is Wednesday at 5:00 p.m. preceding the week of publication. Send submissions to editor@usmfreepress.org

Letter from the Editor



While you’re reading this, take a minute to realize what else is going on in the world. Think about all the newspaper and media coverage that is happening throughout the world and even right here in our backyards. With so much going on, someone has to report what’s happening to the people: and that someone could be you.

The Free Press is a student run newspaper here at USM. We focus on gathering information about what’s going on at the University and around Portland. We work to publish a weekly newspaper filled with articles to keep you informed. This upcoming semester, we have a whole new team of staff members and we’re still looking for more!

I can remember what led me

to writing for the Free Press as clear as day. I went to my advisor with questions regarding student groups I could join. At the time, I wasn’t sure what my major was going to be. I had tried to steer clear from finishing my English degree because I was too afraid it wouldn’t get me a career in the future. The Free Press was briefly mentioned, so I nervously walked over the the office located on 92 Bedford St. (right across from the parking garage). I had my hair in a ponytail, I wore my old converse and rocked a button up shirt. I felt totally out of place.

I was greeted by Kirsten, the Editor-In-Chief before Sam Hill (our most recent EIC) who gave me some more information and had me write my first article a

week later. I was excited to be working on something not related to the stress of daily school work. As the semester went on, I published more and more articles. I was slowly working my way up the ladder and became Arts & Culture Editor, then News Editor and now I’m Editor-In-Chief!

There is something so rewarding about being able to write something that anyone on campus can read. Working for the Free Press doesn’t simply mean writing assigned articles though. It means learning to write grammatically correct sentences. It means exploring the city and absorbing the culture of Portland. It means educating yourself about what is going on at the University on an administrative level.

To me, the Free Press has meant everything. It’s the job I thought would keep me sane throughout the semester: but the truth is it’s so much more than that. It’s the place I learned more about myself then I ever did in the classroom. I learned quickly that you cannot care what people think about you, because in the end we’re all human beings.

Learning what it means to be a reporter has really taken me out of the shell I was hiding in. I learned what is means to meet deadlines and stick to goals. Sure, there were weeks where I would finish articles last minute and get a proper scolding from the appropriate people involved, but I think it’s what I needed in order to wake up and realize that hard work and determination is the only way you’re going to accomplish anything.

The Free Press can mean whatever you want it to, because it is a place you can explore your interests and convey them through the world of journalism. Writers aren’t the only people we need.

We need innovative thinkers, photographers, graphic designers, advertisement executive and people to fill editor positions. No matter what your major is, I’m absolutely positive there is something you can accomplish here that will allow you to get real experience while still doing something you love. All you have to do is email me at krysteana@usmfreepress.org and we can go from there. Once the semester starts, you are more than welcome to come right up to the office and get information that way too.

The Free Press has given me so much more than just the satisfaction of writing for the public eye. It has helped me build my resume, gotten me an internship at the Bangor Daily News and given me a career path that I’m absolutely (already) in love with. I don’t know how many years I’ll be here, but I’ll continue my English degree knowing that I will put it to good use.

The Free Press is a place for you to learn and make mistakes and understand what you want in life. If you’re nervous about joining, just remember this is my first year as EIC and I’m probably just as nervous as you! Welcome to USM and enjoy your time here. Treat every minute here like the once in a lifetime experience that it is.

The people you meet here and the student organizations you join will give you memories that will last a lifetime - these will truly be some of the best years of your life.

Krysteana Scribner
Editor-in-Chief

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Meet the new free press staff



Hannah Lyon
Design Director

Hey! My name is Hannah Lyon and I am extremely excited to be the Design Director at the Free Press. I will be a junior marketing major at USM. I am looking forward to learning new skills and making the newspaper more exciting and fun to read. If anyone is interested in graphic design I would love to meet you and have you on our team!



Zach Searles
News Editor

Hello! My name is Zach Searles and I am super excited to have been given the position of News Editor at the Free Press. I will be a sophomore Media Studies Major at USM. I can't wait to bring the most pressing news to students this upcoming semester and to provide them with the information they need to know. I look forward to making next year's paper one to remember.



Dora Thompson
Arts & Culture Editor

Hi! My name is Dora Thompson and I am wildly excited to say that I am the Free Press Arts & Culture Editor next year. I will be a Junior English Major at USM. Although I (definitely) accidentally fell into this role, I am going to throw myself into it. While surrounded by other amazing Free Press staff members, I hope to help make next year's paper fresh, exciting and one worth opening.

Welcome to USM!

The new president of our University, Dr. Harvey Kesselman welcomes new incoming students



Francis Flisiuk / Contributor

Welcome to the University of Southern Maine! As our mission statement indicates, we are northern New England's outstanding public, regional, comprehensive university, dedicated to providing you with a high-quality, accessible, affordable education.

We are located in a region that has a rich cultural life and is noted for its music and arts. It has people and organizations dedicated to sustaining its environment. It welcomes tourists to enjoy its abundant amenities. It's Maine's entrepreneurial, small business, technology and service industry center. USM is a place you can call home.

We are beginning to realize our vision of being Maine's Metropolitan University, supported by the work we have been doing and the work we continue to do with each of our communities - Portland, Gorham, Lewiston-Auburn. This vision will enable us to build a sustainable future in the richest cultural and economic centers of Maine.

Community engagement gives students the opportunity to gain valuable experience, explore career directions, develop global citizenship skills, give back to the community and apply and explore personal and academic interests. Internships, service-learning courses and community service are all essential parts of the USM experience. During your time here, you will be able to take courses that

incorporate service-learning components and range in their depth and breadth of service learning.

USM provides our students with a rich combination of liberal arts and career-oriented programs -- designed to give each student strong communication and critical thinking skills. In serving the community as Maine's public metropolitan university, we instill in our students a public-minded character. We give students a larger world-view through imaginative interdisciplinary programs with faculty from diverse disciplines working together with students in engaged learning experiences inside and outside the classroom.

Southern Maine is the engine of Maine's economy; leading the way in innovation and entrepreneurship; home to high quality health care and meeting the needs of a high tech and interconnected world by creating and growing opportunities for science, technology, engineering and math. USM provides the fuel to our students that will continue to make this engine run -- matching the needs of our students with the needs of our communities.

On behalf of the entire USM family, welcome! We look forward to seeing you on campus.

Dr. Harvey Kesselman, President, University of Southern Maine

Meet our student life staff



Lucille Siegler
Free Press Business Manager

Hello, I'm Lucille Siegler. I am a member of Student & University Life working as the Business Manager for the Free Press, your student newspaper. I take care of things behind the scenes, doing all kinds of stuff to keep the office running smoothly. I make sure the students have all the supplies they

need, handle the billing and make sure those bills get paid. I am also the official Work-Study supervisor. Even though I do all these things, I'm hands off the paper, because that's your job as students at USM.

I look forward to Monday mornings when the paper arrives and I can't wait to see what the students do each week. Sometimes I'm called the office mom because I do tend to bring sweets for the staff. The Free Press is a great place to get involved and become part of a family.

Throughout the summer, we will be hosting a table at accepted student days. If you get a chance, stop by and see if we have cookies! Otherwise feel free to come right up to the office on weekdays and say hello.

If you have any questions or concerns, I am always here in the office, even as the staff run in and out. Come join us. You'll learn valuable skills for your resume and make great friends along the way.

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Local Top 5:

Student Organizations to Join at USM

Kristen Ouellette
Free Press Staff

1 Gender Studies Student Organization

The Gender Studies Student Organization is a group that helps encourage interest in these topics. The club is open to all students, regardless of their orientation. This organization believes in creating a “safe place” for students to feel comfortable about sharing their thoughts and beliefs. This past semester, the group collaborated with a variety of other groups on and off campus, including the Center for Sexuality and Gender Diversity, College of the Atlantic in Bar Harbor and many more.

2 The YES Club (Youth Ending Stress)

The YES club (Youth Ending Stress) is an organization not only thriving at USM, but in chapters on campuses around the world. The club aims to address alternate ways of having fun, address stress on campus and build a feeling of happiness. “We have had a lot of interest at USM,” said Aaron Svedlow, an administrator of the YES club. “Students have a lot of interest in what we are doing and the response has been awesome.” The YES club is involved with Campus Happiness Day on December 12, takes part in leadership retreats and encourages safe stress relief through things like meditation, yoga, breathing techniques and many different kinds of outreach. With the huge bombardment of work and tests, this organization is a great way to relieve all of the tension that builds over the school year.

3 The Free Press Newspaper

Bringing you great news, updates and general campus updates every week, the USM Free Press is constantly working to keep students informed about all of things happening around the university and the greater Portland area. Staff at the university newspaper have one mission: to be the definitive source of news and commentary for the USM community. There are many great positions open for people with a wide-variety of talent. The Free Press seeks responsible, hard-working and dedicated students to become a part of the journalistic team. Former members of the Free Press team have become a part of even larger publications, like the New York Times and the Columbia Journalism Review. If you enjoy writing or reporting stop by the office on the second floor of 92 Bedford St.

4 WMPG Radio Station

WMPG is a community radio that broadcasts directly from 92 Bedford St. Not only are students welcome to participate but it also has people working their from around the greater Portland area. This radio station has broadcasts streaming 24 hours a day and has lots of opportunities for incoming students to participate. If you are interested in majoring in media or communications, this is the place for you!

5 Maine Youth Against Human Trafficking

The MYAHT (Maine Youth Against Human Trafficking) is a group at USM whose purpose is to bring awareness both to the state of Maine and to the New England area about the issue of sex trafficking. This club participates in activities and events to bring focus to the idea that this problem exists not only in places across the world, but in our area as well. Become a member to help raise awareness, or just to become better informed!

Are you new to the city?

A student's guide to exploring Portland



Hannah Lyon / Design Director

Brian Gordon
Free Press Staff

Portland has a ton of coffee shops, bars and restaurants you can find your own favorite place to go simply by learning walking the city. I'm going to tell you about the edges, the parks and hidden places that are good to know about. There's always something new and awe-inspiring, if not this month then the next. These are destinations you should check out where will you go in between is up to you.

1 Green Hand Books, 661 Congress Street: Tons of cheap used books and lots of things to choose from. They also have a \$1 books and free books. The owner Michele Souliere can help you find what you're looking for or will order it for you no problem. It's a great place to get used versions of the classics for your English class.

2 Eastern prom: A promenade is an old-timey word for “good place to walk.” Certainly the strolling is good at both proms. The Eastern prom is also good for laying in the sun during the day watching the bay and people or tossing a frisbee.

3 Western Prom: The western prom is good for taking your sweetie to see sunsets over the White Mountains or reading by yourself. On a clear

day you can see Mount Washington in New Hampshire.

4 Space Gallery, 538 Congress Street: This place is so much more than a building - its the cultural hub of Portland. It's has an art gallery, venue for shows, a community space, a bar and so much more. They often show films in conjunction with the philosophy department and USM students get in for free.

5 Portland Public Library, Monument Square: This inner city library is not just for homeless anymore. In case you forgot, it's free to borrow books. There is also awesome art gallery in the basement and events on the First Friday of every month. If you use the newspaper microfilm upstairs for your history paper, you'll score big points with your professor.

6 Congress Square., Intersection of High and Congress Street: After winning a battle against fascist capitalists who wanted to privatize the park for their own illicit gains, the voters of Portland won back this urban park. Now there's set to be many more shows, movies and food trucks in the park all summer long.

7 Ernie's Pool and Pong, 815 Forest Avenue: If you live in Gorham you'll probably just go to Wharf Street but I'm

advocating for an off-peninsula institution. \$1.50 drafts, nuff said. Ernie's also has half off pool for college students and one of the only ping pong tables in town. They have a variety of good cheap eats too. Check out the hand stretched \$5 pizza – surprisingly good for a Forest Ave dive bar.

8 Portland Gear Hub, 264 St. John Street: This bike shop has cheap bikes and teaches you how to fix your own. Portland Gear Hub works in collaboration with USM for classes on how to fix up your steed. It also has tons of used outdoor camping and sporting gear. You can wait for classes to start in fall before checking it out or you could stop by on Thursday or Sunday to get assistance from a mechanic to fix up your horse.

9 Portland Trails, all over town: Back Cove is just the tip of the trail in the city. Check out www.trails.org for more information. There's an entire network of trails all around Portland that are good to get away from the noise of the city. Great biking or walking.

With all these great places to visit, the possibilities are endless. So take a look at these exciting spots near the University and get to know your city!

news@usmfreepress.org
@USMFreePress



Krysteana Scribner / Editor-in-Chief

With 68.2 acres of public park, the Eastern Promenade walkways are perfect for exploring this summer. Along this walk you'll find a cemetery dating back to 1812, the historical Fort Allen park and the Maine Narrow Gauge Railroad.

What student groups do you think incoming freshman should know about?

Tell us on Twitter @USMFreePress

Come join the crew!

TAKE PHOTOS

for events, interviews and features.

DESIGN

create graphics, illustrations and ads.

WRITE

for News, Arts & Culture, Perspectives
or Community.



www.usmfreepress.org/get-involved



Fall 2015 Course Guide

EYE: Entry Year Experience			
EYE 108	Culture, Identity and Education		
EYE 112	The Built Environment: Energy		
EYE 117	Nature, Society & Self		
EYE 118	Musician’s Health: A Path to Peak Performance		
EYE 120	An EYE for the Arts		
EYE 127	Friendship		
EYE 129	The Chicken Course		
EYE 130	The Business of Sports		
EYE 199	Topics-See Descriptions		
HON 101	Race: Reflection & Reality		
LCC 123	College and Community I		
RSP 103	Russell Scholars Seminar: Culture, Community & the Environment		
College Writing			
ENG 100	College Writing		
ENG 101	Independent Writing		
ESL 100	College Writing		
LCC 110	Language and Literacies		
RSP 100	College Writing		
Quantitative Reasoning			
LCC 150	Statistics for Informed Decision Making		
MAT 105	Mathematics for Quantitative Decision Making		
MAT 120	Introduction to Statistics		
MAT 140	Pre-Calculus Mathematics		
MAT 148	Applied Calculus		
MAT 152	Calculus A		
MAT 210	Business Statistics		
PSY 105	Statistics in Psychology		
Creative Expression			
ART 141	Surface, Space, Time 2D		
ART 151	Fundamentals of Perceptual Drawing		
ENG 201	Creative Writing		
ENG 202	Memoir and Autobiography		
HON 175	Oral Interpretation of Texts		
HUM 105	Basic Photography		
LCC 250	Thinking About Art, Thinking Through Art		
MUS 110	Fundamentals of Music		
THE 102	Acting for Non-majors		
THE 103	Contemporary Dance I		
THE 106	Practicum in Stagecraft		
THE 134	Production Management		
THE 170	Public Speaking		
THE 175	Oral Interpretation of Texts		
THE 299	Topics in Theatre		
Cultural Interpretation			
ARH 111	Art History: Prehistoric through Medieval		
ARH 112	Art History: Renaissance to the Present		
ASL 201	Intermediate American Sign Language I		
ENG 145	Topics in Literature		
FRE 201	Intermediate French I		
LCC 200	Creative Critical Inquiry into Modern Life		
MUH 222	Music History Survey I		
MUS 100	Music Appreciation and History		
MUS 103	Introduction to Jazz		
PHI 105	Intro to Philosophy: Philosophy Through its History		
PHI 107	Introduction to Philosophy: World Philosophy		
PHI 320	History of Medieval and Renaissance Philosophy		
SPA 201	Intermediate Spanish I		
SPA 351	Readings in Contemporary Spanish Literature		
THE 204	Dress and Self Image		
WGS 201	Women, Knowledge, and Power		
Science Exploration			
AST 100	Astronomy		
AST 103	Astronomy: Activities and Experiments		
BIO 103	Introduction to Marine Biology		
BIO 104	Marine Biology Laboratory		
BIO 107	Biological Principles II: Evolution, Biodiversity, Ecology		
CHY 113	Principles of Chemistry I		
CHY 114	Laboratory Techniques I		
ESP 101	Fundamentals of Environmental Science		
ESP 102	Fundamentals of Environmental Science Lab		
GEO 102	Physical Geography		
GEY 100	Volcanoes, Earthquakes, and Moving Plates		
GEY 101	Lab Experiences in Geology		
LCC 230	Environmental Science, Policy, Sustainability with Lab		
PHY 101	Introduction to Physics		
PHY 102	introduction to Physics Lab.		
PHY 111	Elements of Physics I		
PHY 114	Introductory Physics Lab I		
PHY 121	General Physics I		
SCI 170	Human Anatomy & Physiology I		
SCI 171	Human Anatomy & Physiology I Laboratory		
Socio-cultural Analysis			
ANT 101	Anthropology: The Cultural View		
ANT 202	Origins of Civilization		
ANT 233	Food and Culture		
CMS 102	Introduction to Communication		
CRM 100	Introduction to Criminology		
ECO 101	Introduction to Macroeconomics		
ECO 102	Introduction to Microeconomics		
ECO 106	Economics of Social Change		
ENG 230	Literacy Studies		
GEO 103	Human-Environmental Geography		
GER 201	Intermediate German I		
HRD 200	Multicultural Human Development		
HTY 101	Western Civilization I		
HTY 102	Western Civilization II		
HTY 121	U.S. History to 1800		
HTY 122	U.S. History to 1900		
HTY 123	U.S. History since 1900		
HTY 141	African American History to 1865		
HTY 171	Traditional East Asia		
HTY 181	Latin America I		
HUM 325	World History and Geography I		
LCC 220	US Democracy: Origins & Development		
LIN 185	Language, Mind, and Society		
POS 101	Introduction to American Government		
POS 104	Introduction to International Relations		
POS 205	Introduction to Comparative Politics		
SBS 200	Multicultural Human Development		
SOC 100	Introduction to Sociology		
SOC 210	Critical Thinking about Social Issues		
SWO 250	Introduction to Social Welfare		
TAH 101	Intro to Tourism & Hospitality		
WGS 101	Introduction to Women and Gender Studies		
Ethical Inquiry, Social Responsibility, & Citizenship			
ADS 300	Ethics & Youth with Exceptionalities		
CMS 323	Understanding Technology		
EDU 310	What is the Purpose of Schooling in a Democracy?		
ENG 348	Topics in Interdisciplinary Studies		
HON 299	Honors Topics: Performance Arts		
HON 310	Honors Global Ethical Inquiry		
LCC 370	Toward a Global Ethics		
MUE 310	ProSeminar V Teaching Internship		
MUH 329	Devils, Dwarves, and Dragons		
PHI 240	Political Philosophy		
PHI 285	Biology, Technology & Ethics		
POS 280	Issues Before the United Nations		
SOC 380	Politics of Difference		
THE 375	Performance Art		
WGS 380	The Politics of Difference		
Diversity			
ANT 380	African American Historical Archaeology		
EDU 305	Foundations of Cultural and Linguistic Diversity		
HON 101	Race: Reflection & Reality		
HTY 141	African American History to 1865		
LCC 123	College and Community I		
LIN 185	Language, Mind, and Society		
NUR 326	Dominican Republic Community Nursing Partnership I		
NUR 339	Community Nursing Partnerships I		
NUR 341	Community Nursing Partnerships II		
NUR 419	Community Nursing Partnerships for RNs		
NUR 436	Community Nursing Partnerships for Accelerated B.S.Students		
POS 104	Introduction to International Relations		
POS 280	Issues Before the United Nations		
SED 335	Students with Exceptionalities in General Education		
SOC 380	Politics of Difference		
SWO 365	Examining Oppression and Valuing Diversity		
WGS 101	Introduction to Women and Gender Studies		
WGS 201	Women, Knowledge, and Power		
WGS 380	The Politics of Difference		
International			
ANT 105	Society, Environmental and Change		
ANT 255	Cultures of Africa		
ARH 111	Art History: Prehistoric through Medieval		
ARH 112	Art History: Renaissance to the Present		
BUS 361	International Marketing		
EDU 310	What is the Purpose of Schooling in a Democracy?		
GEO 103	Human-Environmental Geography		
GEO 105	Society, Environment and Change		
GEO 170	Global History		
HON 310	Honors Global Ethical Inquiry		
HTY 171	Traditional East Asia		
HTY 181	Latin America I		
HTY 394	Japan: Rise & Fall		
ITP 230	Project Management		
MUH 222	Music History Survey I		
POS 104	Introduction to International Relations		
POS 280	Issues Before the United Nations		
Fall 2015 Course Descriptions			
ACC 110 Financial Accounting Information for Decision Making			
This course is designed to help students appreciate the role of accountants in providing information helpful to decisions of investors, creditors, government regulators, and others, and how that information can be used. Emphasis is on understanding the meaning and value of the balance sheet, income statement, and statement of cash flows. The role of the			
auditor, internal controls, and ethical issues are examined. The annual report is used to explore how corporations apply accounting principles in presentations to the public. Prerequisites: minimum of 12 earned credit hours and evidence of successfully meeting the University’s writing and mathematics proficiency requirements. Cr 3			
ACC 221 The Financial Accounting Cycle			
This course serves as a "bridge" between the introductory level (user-focused) financial accounting course and Financial Reporting I, which is required for the accounting major. The course reviews the accounting cycle: the journal entries for typical business transactions including adjusting and closing entries, and the preparation of accounting statements including preparation of a complete accounting cycle exercise. The course must be completed prior to enrollment in ACC 301/501. Prerequisite: ACC 110 (C- or higher) or MBA 502. Cr 1			
ACC 301 Financial Reporting I			
An examination of the conceptual framework, the primary financial statements, and the methods and rationale for recording and reporting assets. Emphasis is on the effect of present and potential economic events on the financial statements. The course discusses the advantages, limitations and deficiencies associated with generally accepted principles in connection with presenting decision useful information. Prerequisites: ACC 110, ACC 211, ACC 221 (with a grade of C or higher), and junior standing. Cr 3			
ACC 302 Financial Reporting II			
An examination of the methods and rationale for recording liabilities and equity. The course also examines the statement of cash flows. Emphasis is on the effect of present and potential economic events on the primary financial statements. The course discusses the advantages, limitations, and deficiencies associated with generally accepted principles in connection with presenting decision-useful information. Prerequisites: ACC 301 and junior standing. Cr 3			
ADS 300 Ethics and Youth with Exceptionalities			
There are two major ‘outliers’ when discussing youth: youth with disabilities and youth who are gifted and talented. In addition, there is a fascinating subset of these two groups, which is youth who are dually exceptional, having both a disability and gifts and talents. Through the use of case studies and court decision analysis, panel discussions, and reflections this course will focus on these three groups of youth and how they are marginalized in general society, and in educational settings. This course will explore why and how these youth are marginalized and how the marginalization of them is continued in mainstream society and by others, many times unconsciously. This course requires a four-hour field placement working with youth with exceptionalities. Cr 3			
AED 221 Practicum in Art Education			
An introduction to art education theories and processes through readings, writings, discussion, and observation. The examination of the relationship between art-making and learning is relevant to prospective art and classroom teachers. All AED students (k-12 certification and community arts) are recommended to successfully complete a minimum of 2 semesters of art lab prior to their capstone. Art lab should be taken concurrently with AED 221. Prerequisites: sophomore standing or above and ART 141; ART 142; ART 151; ARH 111; ARH 112 Cr 3			
AED 222 Art Lab			
This on-campus teaching practicum examines the relationship between art education theory and practice. All AED students (both the K-12 certification and community arts program) are required to successfully complete a maximum of 2 semesters of Art Lab prior to their capstone. This course is available each semester and summers. May be repeated for credit.			
AFL 1 Leadership Laboratory			
Contact Department for course description.			
AFL 115 Foundations of the USAF I			
Contact Department for course description.			
AFL 241 Evolution of USAF Air & Space Power I			
Contact Department for course description.			
AFL 371 Air Force Leadership Stud I			
Contact Department for course description.			
AED 421 Seminar in Art Education			
This seminar examines art curriculum design and evaluation. Critical issues in art education			
for the emerging art education professional today are explored through discussion, writings, and readings. This courses is to be taken while student teaching. Recommended: 2 semesters (minimum of 2 credits) of Art lab. Prerequisite: AED 321. Cr 3.			
ANT 101 Anthropology: The Cultural View			
This course is a basic introductory survey of cultural anthropology. It examines the differences between cultures as well as cultural universals, and the relationship between social organization, ideology, economics, and political structure in different types of societies. It review the various theoretical approaches in cultural anthropology’s attempt to explain human behavior, presenting examples from foraging, farming, and contemporary industrial societies through readings and films. Cr 3.			
ANT 103 Introduction to Archaeology			
This course describes the methods and theories used by modern archaeologists to uncover information about past human life ways. Attention is given to techniques of survey and excavation of archaeological materials; concepts of space and time in archaeology; and detailed analysis of artifacts and organic residues. Some attention will be given to specific topics such as the archaeology of New England and the Caribbean.			
ANT 105 Society, Environment and Change			
No description available Cr 3.			
ANT 199 Topics			
No description available. Cr 3.			
ANT 202 Origins of Civilization			
This course traces the evolution of human culture from the origins of farming and domestication, to the development of complex societies. General processes of urbanization and social stratification will be investigated, and examples will be drawn from throughout the Old and New Worlds, including the classical civilizations of the Near East, Southeast Asia, Mexico, and Peru. Cr 3.			
ANT 233 Food and Culture			
This course focuses on food as an essential and central part of human experience. We will examine the anthropology of food and food habits, including an evolutionary-ecological perspective, the reconstruction of past human diets from archaeological evidence, and a cross-cultural examination of the diversity of human food preferences and avoidances. An important goal of the course will be to try to understand and appreciate cultural differences in food habits from both an ecological and a societal point of view. Cr. 3			
ANT 255 Cultures of Africa			
No description available Cr 3.			
ANT 308 Environmental Archaeology			
Students will be introduced to the analytical techniques that are commonly used in the archaeological study of past environments and environmental change. Topics to be covered include archaeological soils, preservation conditions, the reconstruction of past climates and landforms, and the analysis of plant and animal communities from archaeological evidence. In semesters when this course carries more than three credits, requirements will include a substantial research project. Prerequisite: junior status, and ANT 103 or GYA 300. Cr. 3			
ANT 380 African American Historical Archaeology			
In this course, we will look at how the identities of African Americans have been constructed over time by archaeologists, anthropologists, historians, geographers, and journalists. The course will explore both regional and personal identities and the interrelationships between these two aspects of identity, and will examine the effects of racism, ethnocentrism and sexism on identity construction. The course will consider economy, historic environmental and geographical factors and how the construction of identity is affected by the experience of place. It will conclude by examining contemporary race relations, the relationship to social scientists, and the public at large. Cr 3.			
ARH 111 Art History: Prehistoric through Medieval			
Examination and discussion of the painting, sculpture, and architecture from prehistoric cultures to the late Middle Ages. The course emphasizes the relationship of the visual arts to social, political, religious, and cultural trends, and introduces students to various methods of art-historical interpretation. Prerequisite: College Writing or equivalent. Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.			
ARH 112 Art History: Renaissance to the Present			
Examination and discussion of the painting, sculpture, and architecture from the Renaissance to the present. The course emphasizes the relationship of the visual arts to social, political, religious, and cultural trends and introduces students to various methods of art-historical interpretation. Prerequisite: College Writing or equivalent. Preference given to candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.			
ARH 412 Topics in Art History			
A seminar on a selected topic in art history that will be the focus of in-depth research and discussion. Prerequisite: permission of the instructor. Cr 3.			
ART 141 Surface, Space, Time 2D			
Provides an introduction to the fundamentals of 2 D design and color theory through a series of exercises and applied problems in visual organization. Cr 3.			
ART 142 Surface, Space, Time 3D			
Through a series of projects, demonstrations, and discussions students will develop an awareness of and an ability to work in three dimensions. Cr 3.			
ART 151 Fund of Perceptual Drawing			
An introduction to the basic skills and approaches to perceptual drawing. This course develops students’ visual awareness and understanding of the range of drawing materials and techniques. Students will develop responses to the visual environment employing varied stylistic and technical approaches. Exercises include still life, figure study, and landscape. Cr 3.			
ART 222 Digital Art & Design II			
An introduction to time-based art in a working studio environment. The class moves from basic principles of 2-D design to animation, interactivity and other principles of timeBased art. The course will provide an overview of element, principles and theories of art and visual design as related to digital media. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.			
ART 231 Introduction to Ceramics I			
An introduction to methods and processes of clay forming, including historical context, modeling, press molding, hand-building, and the potter’s wheel. Emphasis on form and texture, with aspects of glaze composition and firing procedures. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.			
ART 241 Introduction to the Visual Book			
This course will use the visual artist’s book as a medium for personal expression. Students will incorporate 2D and 3D skills to create a collection of unique books. A variety of traditional and nontraditional books, arts, and techniques will be used to develop both form and content. Prerequisite: art foundation or permission of instructor. Cr 3.			
ART 251 Drawing: Media and Strategies			
This course explores various drawing processes combining media, color and colored grounds and supports, to expand students’ conceptual image-making skills. Emphasis will be placed on the role of subject matter and imagery though examination of historical and contemporary art. Prerequisites: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.			
ART 261 Painting: Water-based Media			
An introduction to the basics of water-based media. Students will gain a working knowledge of the materials and techniques of painting, its various supports and grounds and pigments. Work is primarily from observation and will include still life, figure and landscape. Studies will focus on physical properties of color and color mixing, principles and concepts of spatial organization, and pictorial form. Prerequisites: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.			
ART 271 introduction to Photography I			
An introduction to traditional analog black-and-white photography. Students will earn camera operation, the principles of film, exposure, developing and printing in the darkroom. These technical skills will be taught in conjunction with an introduction to the historical, stylistic, and visual communication characteristics of photography. Through specific assignments and creative experimental projects students will be encouraged to			

develop and expand their understanding of technical and aesthetic possibilities. A35mm manual camera is required. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of instructor. Cr 3.

ART 281 Introduction to Printmaking: Intaglio & Relief
This course introduces intaglio and relief printmaking techniques. The class includes traditional dry and wet processes for intaglio such as dry point, engraving, etching, and aquatint. It also addresses color printing methods for linoleum and woodcut. Prerequisite: art foundation or permission of instructor. Cr 3.

ART 291 Sculpture: Additive and Subtractive Processes
An introduction to fundamental processes of sculptural expression employing additive and subtractive processes. These will include observational modeling, aggregate forming and casting, basic mold-making and carving and studio safety. Students will become acquainted with contemporary and historical approaches through ongoing studio work, process centered projects, demonstrations, critiques, individual and group discussions, and readings. (Fall semester) Cr 3.

ART 312 topics in Studio Art
A course on selected topics in studio arts. May be repeated for credit when topics vary. Prerequisite: Two ART 200 level courses or permission of instructor. Cr 3.

ART 361 Intermediate Painting: The Figure
Course focuses on figure study in oil and water-based media. Students are encouraged to develop personal interpretations. Emphasis is on exploring paint and techniques in the western tradition. Frequent sessions working from the model. Prerequisite: ART 261. Cr 3.

ART 407 Advanced Problems in Art
An opportunity for the student to do advanced work in the discipline of his/her choice, culminating in a related project. Prerequisite: permission of instructor and Art Department Chair. Cr 1-6.

ART 420 Advanced Studio in Digital Art I
Students will work with the instructor to develop a digital art project based upon their interests and goals as a digital artist. Aesthetic, theoretical, and historical issues related to digital art an electronic media will be discussed. Prerequisites: ART 221 and a t least one 300-level digital art course. Cr 3.

ART 421 Advanced Studio in Digital Art II
Students will further refine the skills acquired in Advanced Studio in Digital Art I. A semester-long capstone experience will be designed and completed by each student. Course may be repeated twice for credit. Prerequisite: ART 420. Cr 3.

ART 431 Advanced Ceramics I
Students work in a series, research and present information on a ceramic artist, and perform tests and experiments in forming clay, firing kilns, and glazing. Students are expected to fire all kilns, mix glazes, and keep accurate records of their development. Prerequisite: ART 332. Cr 3.

ART 432 Advanced Ceramics II
Students focus on the evolution of earlier studies into a series of work that may be used for the senior exhibition. Students’ research and present information about a ceramic artist, load and fire all kilns, mix glazes, and are encouraged to enter competitions and arrange a portfolio. Course may be repeated twice for credit. Prerequisite: ART 431. Cr 3.

ART 451 Advanced Drawing I
Course focuses on drawing in series and developing a conceptual approach to a long-term drawing project. Students will expand their technical skills and individual creative vision in relation to historical and contemporary artistic examples. Prerequisite: ART 351 or ART 352. Cr 3.

ART 452 Advanced Drawing II
Advanced students will develop and refine a final drawing project either in series or a process-oriented approach culmination in an integrated body of work either for senior exhibition or publication. Course may be repeated twice for credit. Prerequisites: ART 351 or 352. Cr 3.

ART 461 Advanced Painting I
This course for advanced painting student will stimulate individual vision through series and thematic projects devoted to expanding expressive, conceptual and technical abilities.

Students will study historical and contemporary artists as an adjunct to enlarging their own creative interests and awareness. Prerequisite: ART 361 or ART 362. Cr 3.

ART 462 Advanced Painting II
Continued investigation of the painting process to express person al themes in the context of a senior thesis exhibition. Emphasis is on individual concepts and personal expression. The thesis project will be developed within a dedicated workspace with individual critiques by joint faculty and visiting critics. A writing component will accompany the final preparation of the thesis. Course may be repeated twice for credit. Prerequisite: ART 361 or ART 362. Cr 3.

ART 471 Advanced Photography I
Students will develop a photographic project that emphasized their interests and goals as visual artist. Individual group critiques will explore and evaluate students’ strategies and choices in respect to intention, investigation, discovery, judgment, and final production of imagery. Readings, lectures, and presentation will further inform student decisions and directions. Prerequisite: ART 372 or permission of instructor.

ARH 318 History of Photography
This course studies photography from its invention in the 19th century to the present day. It considers photography from historical, theoretical, social, and artistic perspectives. Prerequisite: ARH 112 or permission of the instructor. Cr 3

ARH 322 Medieval Art
A survey of the various medieval styles from the Early Christian through the Gothic period with a special section on Islamic art. The relationship of culture to art will be examined for architecture, painting, and sculpture. Prerequisite: ARH 111. Cr 3.

ARH 327 Modern Art
Examination of modern art and artistic movements from the end of the 19th century to World War II. Emphasis will be placed on understanding the history and theories of modern art in social and cultural context. Prerequisite: ARH 112. Cr 3.

ARH 412 Topics in Art History
A seminar on a selected topic in art history that will be the focus of in-depth research and discussion. Prerequisite: permission of the instructor. Cr. 3.

ART 372 Digital Photography
This course will give students a thorough understanding of the digital workflow, from capture to process to print. Students will be introduced to the principles of color photography, color theory and color management. Students will work extensively in image processing techniques and methods while working on their own original projects. Prerequisites: ART 271 and ART 272 or permission of instructor. Cr. 3.

ART 472 Advanced Photography II
Students will further refine the skills acquired in the first semester of advanced photography. A semester-long project will be designed and completed by each students. Course may be repeated twice for credit. Prerequisite: ART 471. Cr 3.

ART 491 Advanced Sculpture
Continuation of intermediate Sculpture with emphasis on the pursuit of person al imagery. Course may be repeated twice for credit. Prerequisites: ART 391 and ART 392. Cr 3.

ART 492 Advanced Sculpture
Continuation of intermediate Sculpture with emphasis on the pursuit of person al imagery. Course may be repeated twice for credit. Prerequisites: ART 391 and ART 392. Cr 3.

ASL 101 Beginning American Sign Language I
This is a beginning course in American Sign Language (ASL). It will include extensive study of receptive and expressive use of ASL, as well as an introductory discussion of Deaf culture. Course content covers basic principles in the use of sign, sign vocabulary, and aspects of the grammar of ASL. In addition to class sessions, student will use written and videotape materials out of class. Cr 4.

ASL 201 Intermediate American Sign Language I
This is the third in a four-course sequence in American Sign Language (ASL). The course includes extensive work on receptive and expressive use of ASL. It emphasizes the grammatical structure of ASL, particularly its morphology, syntax, and semantics. In addition to class sessions, students will use written and videotape materials out of class. Prerequisite: ASL 102 or departmental permission. Cr 4.

ASL 401 Advanced American Sign Language I
This is the fifth in a sequence of courses in American Sign Language. This course focuses on advanced expressive skills, including explaining, rephrasing, demonstrating, and persuading. Grammatical principles and functions will be emphasized. Aspects of grammar that will be expanded include classifiers, conditional sentences, rhetorical questions, and relative clauses. Appropriate cultural behaviors and conversational regulators in ASL will continue to be an important part of class. Prerequisite: grade of a least B in ASL 202 or equivalent, and a rating of 2 or better on the ASLA or ASLPI. Cr 4.

AST 100 Astronomy
A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods and recent discoveries. No prerequisite. Cr 3.

AST 103 Activities and Experiments
A one-credit course meeting weekly for two hours. May be taken concurrently with AST 100 to fulfill requirements for a science laboratory experience. Includes exercises on the Moon’s orbit, Earth’s orbital motion, rotation of Saturn’s rings, the Sun, the Crab Nebula, variable stars, pulsars, Hubble’s law, and galaxies. Two planetarium sessions. Prerequisite: Prior or concurrent registration in AST 100. Cr 1.

BIO 103 Introduction to Marine Biology
Selected groups of marine plants and animals are used to develop an understanding of biological processes and principles that are basic to all forms of life in the sea. Integrated in the course are aspects of taxonomy, evolution, ecology, behavior, and physiology. Intended primarily for students selecting a laboratory science to satisfy the Core curriculum or for those students not intending to take other courses in the biological sciences. Cr 3.

BIO 104 Marine Biology
An examination of prototype organisms will be used to illustrate their varied roles in the ocean. Prior or concurrent registration in BIO 103. Cr 1.

BIO 105 Biological Principles I: Cellular Biology
This is an introduction to the scientific principles of molecular biology, cell biology, and genetics. Prerequisite: students must have fulfilled the University minimum proficiency requirements in writing and mathematics.

BIO 106 Laboratory Biology
Laboratory experiences illustrating concepts and principles introduced in BIO 105. Concurrent enrollment in BIO 105 is highly recommended. Prerequisite: grade of C- or higher or proficiency requirements in writing and mathematics. Cr 1.5.

BIO 107 Biological Principle II: Evolution, Biodiversity, and Ecology
This is an integrated lecture-laboratory course introducing students to the scientific principles of evolution, biodiversity, and ecology. The lecture and laboratory each meet three hours weekly. Prerequisites: grade of C- or higher in Bio 105 and BIO 106. Cr 4.5.

BIO 109 Biological Principles III: Functional Biology
This is an introduction to the scientific principles of structure and function in plants and animals. Prerequisite: grade of C- or higher in BIO 107.

BIO 111 Human Anatomy and Physiology I
This course is the first semester of a two-semester sequence concerning the structure and function of the human body. The course focuses on the study of cell chemistry, cell physiology, tissues, integumentary system, skeletal system, muscle system, and nervous system. Prerequisite: satisfactory completion of minimum proficiency requirements. Cr 3.

BIO 112 Practical Human Anatomy and Physiology I
Laboratory experiences illustrating concepts and principles introduced in BIO 111. The course will cover the following topics: metrics, language of anatomy, cell physiology, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisite: Bio 111 or concurrent. Cr 1.5.

BIO 201 Genetics
This is a study of the molecular basis of heredity and methods of genetic analysis. Prerequisites: grade of C- or higher in BIO 107 or BIO 211 and 212, and CHY 115; or permission of instructor. Cr 3

BIO 221 Human Physiology I
Contact Department for course description.

BIO 281 Microbiology and Human Disease
Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, fungi, viruses, protozoa and helminthes. Prerequisites: grade of C- or higher in BIO 105 or BIO 111, and CHY 107. Cr 3

BIO 282 Microbiology and Human Disease Laboratory
Laboratory techniques in the cultivation, identification, and control of microorganisms. Prerequisite: BIO 281 or concurrently. This course does not fulfill the Area 4 requirement. Cr 2

BIO 291 Ornithology
This course studies the basic biology of birds: their life histories, migration, ecology, and economic importance, with emphasis on species found in Eastern North America. Numerous field trips to a variety of habitats will be taken for purposes of field identification. Students are responsible for their own appropriate outdoor clothing and footwear and for binoculars. Prerequisite: a grade of C- or higher in BIO 107, or permission of instructor. Cr. 3.

BIO 305 Developmental Biology
An analysis of the cellular and molecular interactions leading to normal development. Prerequisite: grade of C- or higher in BIO 107. Cr 3

BIO 306 Developmental Biology Laboratory
This laboratory course is designed to illustrate principles of animal development introduced in BIO 305 using genetic, histochemical, and molecular analyses. Prerequisite: prior or concurrent registration in BIO 305. Cr 2

BIO 311 Microbiology
This course is a comprehensive introduction to cellular, biochemical, and genetic aspects of prokaryotes. Viruses and some eukaryotic micro-organisms are also considered. Prerequisites: grade of C- or higher in CHY 115 and BIO 107; or permission of instructor. Cr 3.

BIO 321 Neurobiology
This course presents an overview of nervous system function, structure, and development. Content focuses on the cellular and molecular properties that underlie normal function. Prerequisite: grade of C- or higher in BIO 109 or BIO 111, or permission of instructor. Cr 3.

BIO 322 Neurobiology Lab
This laboratory course is designed to enable students to gain experience with a range of experimental techniques used in neurobiology research. These include cell culture, electrophysiology, histochemistry, microscopy, and behavioral analyses. Prerequisite: prior or concurrent registration in BIO 321. 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 109 or BIO 211, or permission of instructor. Cr 3

BIO 383 Plant Ecology
This course examines plant ecology at the population, community, and ecosystem levels. Plant adaptations to the environment are also discussed, with emphasis on how these traits influence community and ecosystem processes. Weekly field trips are required. Prerequisite: grade of C- or higher in BIO 107. Cr 3.

BIO 408 Experimental Genetics
This course includes lectures and laboratory exercises in human and fruit genetics. This is not a companion course to BIO 201. Prerequisite: BIO 201 or concurrently, or permission of instructor. Cr 2.

BIO 413 Applied Biostatistics
Contact Department for course description.

BIO 421 Biology Seminar
Weekly oral reports and discussion by students and staff on biological topics of current interest. Prerequisite: 16 hours of biology or permission of instructor. May be repeated. Cr 3.

BIO 431 Principles of Immunology
An introduction to the fundamentals of immunology, especially as they relate to human diseases. Topics include history of

immunology, basic elements of immune systems, principles of natural and acquired immunity, cellular and molecular basis of B cell and T cell development and diversity, and clinical aspects of immunology. Prerequisites: CHY 105 or CHY 115, junior standing, and grade of C- or higher in either BIO 1-7 or BIO 211; or permission of instructor. Cr 3.

BIO 441 Problems in Biology
Independent library or laboratory studies on a special topic as mutually arranged by instructor and students. Prerequisite: by arrangement. Cr 0.5-10.

BUS 195 Spreadsheet & Problem Solving
An examination of problem-solving techniques using modern computer applications software. Primary focus is on the use of electronic spreadsheets as a problem-solving tool, including proper spreadsheet model design and the use of appropriate graphical representation of model results. Other computer problem-solving software is examined. Interpretation and effective communication of results, both written and oral, are practiced. Prerequisite: MAT 101 or equivalent proficiency and computer literacy. Cr 3.

BUS 200 Introduction to Business
This course is designed to introduce the student to the contemporary business environment and the variety of typical activities engaged in by business professionals. It explores how different business functions are integrated to accomplish the goals of the business within an increasingly competitive business environment. It is designed for anyone interested in becoming knowledgeable about successful business practices. Students with credit for BUS 101 or other introductory business course may not enroll. This course is intended for non-majors, and is restricted to students with fewer than nine credits in business, finance, and accounting. Business and accounting majors may not enroll without the approval of their academic advisor. Prerequisites: Fewer than nine credits in BUS, FIN and ACC. Must not be in a School of Business major. Must not have credit for BUS 101. Cr 3

BUS 201 Personal Finance
Primary emphasis is to teach students how to become more knowledgeable and independent over money matters. Topics such as obtaining financial aid, managing student loans, career and education planning, budgeting, credit cards, stock market investing, real estate and insurance will be covered. Upon completing the course, students will be on their way to making better money decision. This course is open to all USM students. When taken by business or accenting majors, this course will give general elective credit. Cr 3.

BUS 210 Introduction to Sport Management
This course provides an overview of the business of sports, including career opportunities. The value of professional management to sports organizations is examined. Cr 3

BUS 260 Marketing
This course is an introduction to the field of marketing. Topics include marketing strategy for products and services, market segmentation, product issues, pricing, promotion, distribution, consumer behavior, marketing research and information systems, international marketing, and nonprofit marketing. Prerequisite: minimum of 24 earned credit hours. Cr 3

BUS 275 Applied Business Analysis
This course provides students with an understanding of statistical concepts and tools that are critical in business decision making. The discussion and development of each topic are presented in an application setting, with the statistical results providing insights and solutions to real world problems. The coursework requires extensive use of commercially available statistical software. Prerequisite: MAT 108 (C- or higher grade) and MAT 210 (C- or higher grade) or other approved statistics course (see www.usm.maine.edu/sb/stats.html for approved courses). Cr 3

BUS 280 Legal Environment of Business
This course introduces students to the legal system, tort law, product liability, consumer law, labor law, equal employment law, intellectual property 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 311 Sport Marketing
Basic marketing concepts are applied to sport organizations, both amateur and professional. Topics include promotions and public

relations, sport consumer behavior, strategic marketing planning, marketing information management, marketing communications, and sponsorship. Prerequisites: BUS 260 (C- or higher) and junior standing. Cr 3

BUS 312 Sport Law

This course examines the legal system, its terminology, and principles in the context of professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Prerequisites: BUS 280 and jr standing. Cr 3

BUS 315 Sport Finance

Basic theory in finance and accounting is applied to managerial control of sport organizations. Topics include forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies. Prerequisites: FIN 320 (C or higher), and junior standing. Cr 3

BUS 340 Managing Organizational Behavior

A survey of the disciplines of management and organizational behavior, and of the practices managers employ in planning, organizing, leading, and controlling organizations. Topics include self-awareness, perception and decision making, individual differences and diversity, motivation, group dynamics, communication, stress, power and politics, organizational design, and change. The environmental context, workforce diversity, the global economy, and managerial ethics are core integrating themes. Prerequisite: junior standing. Cr 3

BUS 345 Information Technology /Management Information Systems

Surveys information/systems technology for the management of corporate information as a resource. Managerial and technical dimensions of information systems are blended in a framework of information technology. Specific topics will evolve with the field but may include data communications, information systems theory, database concepts, and decision support systems. Prerequisites: ABU 190 (C or higher grade or test-out option), and sophomore standing. Cr 3

BUS 358 E-Commerce

This course examines various business models used in electronic commerce, provides an understanding of how an e-presence is established, and explores the strategic use of e-commerce in a global environment. Students will develop skills in establishing a Web presence for a business and business planning. Prerequisites: BUS 260 (C- or higher), BUS 345 (C or higher), and junior standing. Limited offerings. Cr 3

BUS 360 Marketing Strategy

This course prepares students to evaluate strategic marketing options, make informed marketing decisions, and formulate strategic marketing policies, based on quantitative and qualitative analysis. Basic skills emphasized in this class are situation analysis, management by profit and loss, implementing marketing strategies, brand management, positioning, and market segmentation. This is a foundation course for marketing majors. Cr 3

BUS 361 International Marketing

This course addresses the critical marketing skills required for business survival in today's world economy. It deals with international environments, international marketing management, and links international marketing with a company's overall strategic planning activities. Practical case work or a computer simulation will be used to apply international marketing concepts. Prerequisites: BUS 260 and junior standing. Cr 3

BUS 362 Market Opportunity Analysis

In this course, student teams evaluate case studies and work with a local business to analyze formally a market opportunity. Areas of analysis include target market identification, industry trends, demand analysis, capacity and fit issues, competitive analysis, and forecasting. Prerequisites: BUS 260 and junior standing. Students are encouraged to take BUS 365 and BUS 369 before BUS 362. Cr 3

BUS 364 Professional Selling

This course is designed to equip students with the fundamental understanding of the role of professional selling within all types of organizations with an emphasis on development of communication, relationship building, and presentation skills. The course is interactive/"hands on" and will include: video case studies; role playing; sales presentations;

guest lectures; use of PowerPoint; use of sales management software; group presentations; mini lectures; and Internet research. Prerequisites: BUS 260 (C- or higher) and junior standing. Limited offerings. Cr 3

BUS 365 Consumer Behavior

This course, which may have a sizable online component, examines alternative explanations of consumer behavior. Emphasis is placed on cultural, sociological, and psychological influences on consumption. Other topics include consumer decision processes and the way managers use consumer characteristics to segment the market and develop marketing plans. Prerequisites: BUS 260 (C- or higher) and junior standing. Students with credit for BUS 165 may not enroll. Cr 3

BUS 370 Management Science

This course examines the role, perspective, and commonly used tools of quantitative analysis in business decision making. Emphasis is placed upon developing students' abilities to recognize the need for quantification; formulate business problems quantitatively; select and test computer-based, decision-support system models; collect meaningful data; and interpret the implications of analysis results. Prerequisites: ABU 190 (C or higher grade, or test-out option), BUS 275 or MAT 212, 2.0 GPA and junior standing. Students with credit for BUS 270 or BUS 371 may not enroll. Cr 3

BUS 375 Production/Operations Management

An examination of the role of operations within manufacturing and service organizations. Emphasis is placed upon recognizing operational opportunities and tradeoffs, and employing quantitative and qualitative tools and decision-support systems to assist strategic and operational decision making. Topics include: process design, quality management, capacity planning, supply chain management, and production planning. Prerequisites: ABU 190 (C or higher grade) or test-out option, BUS 275 or MAT 212, BUS 370 (or concurrent), 2.0 GPA and junior standing. Cr 3

BUS 377 Information Visualization

In this course, students will learn to create charts, maps, and other visualizations to tell stories and toe create effective graphical displays of evidence. Students will learn to critically evaluate examples from print media and the internet after learning the foundations of information visualization. Prerequisites: successful completion of the University's Core requirement in quantitative reasoning. Cr 3.

BUS 385 Entrepreneurship and Venture Creation

This course is about starting a business and about the benefits and costs, both personal and professional, of an entrepreneurial career. Students learn how to establish start-up teams, identify opportunities, and obtain resources. The course involves written self-appraisals, case analyses, team work, and presentations of comprehensive business plans. Prerequisites: ACC 110, ACC 211 or permission, BUS 362 (or permission), and junior standing. Cr 3

BUS 450 Business Policy and Strategy

An in-depth examination of the strategic management process in large complex organizations. This course uses case study analysis, discussion and integrative capstone projects to provide the student with opportunities to learn and to apply strategic management theories and concepts. These include competitive analysis, value-chain analysis, generic business strategies, corporate strategy, and global strategy. The course fulfills the capstone requirement of the USM Core. Prerequisites: BUS 260 (C- or higher), BUS 340 (C or higher), FIN 320 (C or higher), GPA 2.0 or higher, and senior standing. Students matriculating fall 2011 and late must fulfill the University Core Requirement of "Ethical Inquire, social Responsibility and Citizenship" prior to enrollment. Cr 3.

CHI 101 Beginning Chinese I

No description available. Cr 3.

CHY 107 Chemistry for Health Sciences

A one-semester introduction to general, organic, and biological chemistry for the health sciences. Topics include acids and bases, pH, chemical kinetics and equilibria, the chemistry of organic compounds; carbohydrates, proteins, lipids, nucleic acids. This course is not suitable for chemistry majors, biology majors, or pre-professionals (pre-dental, pre-medical, pre-veterinary). Cr 3

CHY 113 Principles of Chemistry I

A presentation of fundamental principles of chemical science. These principles will be presented in quantitative terms and illustrated by examples of their applications in laboratories and in ordinary non-laboratory experience. This course and CHY 114 (normally taken concurrently) provide the basis for further study of chemistry. Prerequisite: satisfaction of USM math minimum proficiency requirements. Cr 3

CHY 114 Laboratory Techniques I

Laboratory experiments to illustrate the principles that are presented in CHY 113 lectures. One recitation and two laboratory hours per week. Co-requisite: CHY 113. Cr 1

CHY 251 Organic Chemistry I

An intensive treatment of organic chemistry. Topics include: nomenclature; structure and stereochemistry; reaction types: substitution, addition, elimination and oxidation-reduction; reaction mechanisms and factors influencing them; spectroscopic techniques of structure determination (mass, nuclear magnetic resonance, ultraviolet-visible and infrared). Prerequisite: a grade of C or better in CHY 115. Cr 3

CHY 252 Organic Chemistry Lab I

Students conduct independent research by executing a multi-step synthesis of a series of compounds. An additional goal is the characterization of the physical and chemical properties of the target molecules as well as the intermediates. Students will develop proficiency in synthetic methods, chromatography, and spectroscopy by working with model compounds. Prerequisite: a grade of C or better in CHY 116. Prerequisite or co-requisite: CHY 251. Cr 2

CHY 373 Chemical Thermodynamics

Principles of theoretical chemistry: classical thermodynamics, molecular energetics, equilibrium, reaction kinetics, statistical thermodynamics, and electrochemistry. Prerequisites: a grade of C or better in CHY 115, MAT 152, and PHY 123. Cr 3

CHY 374 Chemical Thermodynamics Lab

Experiments illustrating material presented in CHY 373. One recitation and three laboratory hours per week. Prerequisite or co-requisite: CHY 373. Cr 2

CHY 377 Spectroscopy

The course focuses on the structural elucidation of molecules through the use of mass spectrometry, infrared spectrometry, and nuclear magnetic spectrometry. A thorough consideration of the operation of the instrumentation used to obtain the spectra will also be addressed. Additional topics may include ultraviolet-visible and fluorescence spectroscopies and x-ray diffraction techniques. Prerequisite: a grade of C or better in CHY 233 and CHY 253. Pre- or corequisite: CHY 371 or permission of instructor. Cr 3.

CHY 378 Instrumental Analysis Laboratory

Experiments will be performed in electrochemistry, mass spectrometry, gas and liquid chromatography, and UV-Vis, NMR, AA, and fluorescence spectroscopy. Prerequisites: grades of C or better in CHY 233 and CHY 254. One hour of pre-lab recitation and three laboratory hours per week. Cr 2.

CHY 399 Chemistry in Perspective/ Advanced Laboratory

Contact Department for course description.

CHY 410 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 411 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-15.

CHY 412 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-6.

CHY 417 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-6.

CHY 418 Special Topics

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

CHY 421 Inorganic Chemistry

Descriptive chemistry of the inorganic compounds, structure, bonding and ligand field theory. Prerequisite: a grade of C or better in CHY 115. Pre- or corequisite: CHY 371 or permission of instructor. Cr 3.

CHY 461 Biochemistry

Application of chemical methods and principles to understanding biological processes. Topics include structure and action of nucleotides, proteins, lipids, and carbohydrates; enzyme kinetics and mechanisms; membranes and transport; and metabolism and energy conversion. This one-semester course provides a survey of the major areas of biochemistry, except for nucleic acids. Prerequisite: a grad of C or better in CHY 252 or by instructor permission. Cr 3.

CHY 462 Biochemistry Laboratory

Basic experimental methods in modern biochemistry. Experiments include detecting, purifying, crystallizing, and characterizing proteins; analyzing protein structure, and measuring enzyme kinetics. Techniques include ultraviolet and visible spectrophotometry; ion-exchange, gel, and high-pressure liquid chromatography; electrophoresis, and analysis of protein structure by computer graphics. One hour lecture and three hours laboratory per week. Prerequisite: a grade of C or better in CHY 254. Prerequisite or corequisite: CHY 461. Cr 2. .

CLA 321 Art, Architecture & Arch of the Ancient World

This class explores the art, architecture, and archaeology of ancient Greece and Rome. Areas of investigation may include body image/ideal, architecture and politics, art and power, gender and sexuality, and mythology. Students will be expected to respond in written form to secondary literatures. This course is equivalent to ARH 321. Prerequisites: ENG 100; one CLA course or one ARH course, or permission of instructor. Cr 3.

CLA 410 Antiquity and Modernity: Capstone Experience in Classics

This course explores current issues in the field of classics and the impact of the classical tradition on contemporary culture. It includes selected readings of Latin and/or Greek in dialogue with modern texts, projects in the art of translation, and a thesis project. Prerequisites: LAT 251 or GRE 251 or equivalent. LAT 251 or GRE 251 may be taken concurrently with the Capstone. Not open to first of second year students. Cr 3.

CMS 102 Introduction to Communication

This course provides students with an overview and brief history of the field of communication, introduces them to theory development and the research process, and illustrates how communication theories can be applied to everyday life. Students will explore communication in a variety of contexts, including intrapersonal, organizational, intercultural, and mass communication. Cr 3

CMS 103 Introduction to Media Studies

This course examines the historical, philosophical, technological, economic, political, and social aspects of print (book, magazine, and newspapers) and electronic media (radio, television, film, sound recordings, and the Internet). In addition, the effect of mass media will be explored. Prerequisite: media studies or communication major. Cr 3

CMS 200 Research Methods in Communication

This course introduces students to methods of inquiry found in the communication and media studies research literature. These methods include experimental design, survey research, textual analysis, and ethnography. The course examines the underlying philosophical assumptions associated with these methodologies as well as their unique strengths and limitations. Students' conceptual understanding of these methodologies and their ability to become critical consumers of research findings are the major objectives of the course. Prerequisite: communication or media studies major, CMS 102. Cr 3

CMS 202 Writing for Popular Print Media

This introduction to magazine writing provides students an opportunity to conceive, craft, and publish original work in different genres for different markets. There is a strong emphasis on the utility of writing as a means of organizing and communicating information, as in reporting, and also as a medium for more expressive and entertaining content.

Prerequisite: ENG 100 or equivalent, CMS 102 & CMS 103 or instructor permission. Cr 3.

CMS 210 Topics in Media Criticism I

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: College Writing. Cr 3.

CMS 215 Journalism Reporting & Writing

This course cultivates journalistic/public affairs research and writing. Students learn how to find and develop human and textual primary sources. Likewise, they learn and practice journalistic form and concise, accessible written expression. And students learn to appreciate and model the liberal ideals of public dialogue, debate, and democratic engagement. Prerequisites: College Writing. Cr 3.

CMS 220 Topics in Media Production I

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 1-3

CMS 242 Communication and Social Media

Social media have influenced and altered patterns of human communication and interaction. This course explores social media dynamics including communication in a networked public culture, interpersonal communication online, privacy and information security, social media production and work, media ecologies, and managing media and information in a networked and highly connected world. Cr. 3.

CMS 265 Intrapersonal Communication

This course examines our ability to use what we know and feel in order to send, receive, and store information. Whether stimuli come from an external source or from within the self, the focus of intrapersonal communication is on the ways in which we process those stimuli, our ability to make sense out of our experiences, to remember, to retrieve information from memory, and to create messages at whatever level of consciousness, and no matter how many people are involved, in face-to-face or mediated communication. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

CMS 272 Persuasion

A course designed to help students understand the basic principles of persuasion. The course deals with persuasion as a social phenomenon. The perspective from which the course is offered is the analysis of persuasion as a behavioral process. As such, the course will investigate the social science research that relates to persuasion. Students will examine the attempts made by others to persuade them, as well as the attempts they make to persuade others. Further, the course will deal with the issue of ethics in persuasion. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

CMS 274 Writing for the Media

This writing-intensive course is designed to provide students with an overview of media writing. Students will be introduced to radio and television commercial writing, broadcast journalism, and fiction and non-fiction scriptwriting. Prereq: College Writing. Cr 3.

CMS 284 Film Appreciation

This course will introduce the student to film aesthetics and appreciation. It assumes that the student has no knowledge of cinema beyond the movie-going experience. The aim of the course is to survey the fundamental aspects of cinema as an art form and communication vehicle. The power of moving images and their mass-mediated messages will be analyzed. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

CMS 298 Topics in Communication

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult MaineStreet for a listing of current topics courses and the CMS homepage for detailed course descriptions. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

CMS 300 Topics in Media Writing II

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: College Writing. Cr 3

CMS 310 Topics in Media Criticism II

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their

media studies advisor for detailed descriptions. Prerequisite: College Writing. Cr. 3.

CMS 320 Topics in Media Production II
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: CMS 102 and CMS 103. Cr 1-3

CMS 323 Understanding Technology
This course will examine the relationship between media, technology, and society from a variety of perspectives and disciplines. Through readings and discussions students will develop an understanding of a variety of frameworks and theories that explain technological change and the fundamental relationship between humankind and technology. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

CMS 330 Theories of Interpersonal Communication
A study of the current thinking in interpersonal communication which emphasizes specific theories of human interaction. Students will be exposed to research in the interpersonal setting and will apply findings to their person al relationships. The course will help student’s foster effective traditional and nontraditional relationships with a variety of people. Prerequisites: CMS 102. Cr 3.

CMS 340 Field Video Production
This course is primarily concerned with the development of critical evaluation skills needed in assessing and analyzing the video medium as a communication vehicle. Students will engage in actual video production projects. Prerequisite: CMS 190 and CMS 191. Cr 3

CMS 341 Field Video Production Lab
This lab will provide students with hands-on experience with digital video cameras, production equipment, and digital, non-linear editing software. Students must concurrently be enrolled in CMS 340. Prerequisites: CMS 190 and CMS 191. Cr 1

CMS 375 Meaning and Communication
This course examines the assignment of meaning to verbal behavior, especially conversational exchange. Researchers have paid special attention to the ways in which words and actions take on meaning in context. We will focus on the full communicative event involving talk, i.e., context, pragmatics, grammatical structures, conversational structures, and types of meaning. A central question of the course is: How do people interpret what other people say? The course makes use of close reading and discussion of theory as well as the collection and analysis of naturally occurring spontaneous spoken and written discourse. Prerequisites: CMS 102 and CMS 103. Cr. 3.

CMS 390 Theories of Organizational Communication
This course is designed to introduce students to organization theory and behavior through the medium of metaphor. Using different metaphors, the course draws attention to significant aspects of the process of organizing, and provides a means for understanding and managing organizational situations. Students are responsible for conducting on-site field studies and preparing written and oral presentations of their findings. Prerequisites: CMS 102 and CMS 103. Cr 3

CMS 400 Senior Project
This course offers graduating seniors in media studies an opportunity to complete a media portfolio (resume, sample media-related work, and reflective writing). Students are also required to complete a group media application project. Students will present their work to an audience of faculty and peers. Students will further develop career strategies by participating in workshops. Prerequisites: CMS 102, CMS 103, CMS 200, media studies major, and senior standing. Cr. 3.

CMS 480 Gender Communication
Gender is a central organizing principle in society, and ideas about gender are expressed is through communication. How are language and communication gendered? What does research say about gender in the workplace, media, and educational settings? Such questions will be explored with the goal to increase awareness of gender communication. Cr. 3.

CMS 495 Theories of Communication
This course is designed for upper class students majoring or minoring in communication studies. Based on a seminar format, students in this course will explore in depth several advanced theories of communication, mechanistic through interactive, with examples and application for each. Prerequisites: CMS 102, CMS 200, and junior or senior standing. Cr. 3.

CMS 498 Topics in Communication III
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult MaineStreet for a listing of current topics courses and the CMS homepage for detailed course descriptions. Prerequisites: CMS 102, CMS 103, CMS 200, and junior or senior standing. Cr. 3.

CON 216 Emergency Response
This course will cover the topics prescribed by the American Red Cross in their emergency response course, including respiratory and cardiac emergencies, wounds, poisoning, sudden illness, burns and other topics. Successful completion of the course requirements will lead to Emergency Response certification, including adult, child, and infant CPR, from the American Red Cross. Cr 3

CON 219 Lifetime Physical Fitness and Wellness
The primary emphasis of this course is to teach students how to take control of their personal health and lifestyle habits. Major areas will include nutrition/weight management, fitness training techniques, flexibility, coronary risk factor management, muscular strength/endurance, stress management, and other wellness-related topics. Class content will include readings, discussions, self-assessment activities, and development of personalized nutrition and physical activity plans. Cr 3

CON 252 Human Nutrition
This course examines the basic concepts of human nutrition and their application to the needs of human beings throughout the life cycle. Discussion of factors affecting food practices and attitudes is included. Prerequisites: BIO 211 or SCI 172. Cr 3

CON 261 Intro to Naturopathic Medicine
This course offers a comparative study of conventional and Naturopathic medical models, as part of the Minor in Holistic and Integration Health, Naturopathic medicine integrates current medial science with traditional natural therapies, to promote health and the prevent disease. Student will gain an understanding of Naturopathic principles, philosophy and treatment modalities including nutrition, homeopathy, herbal medicine, mind-body techniques and environmental medicine. Cr 3.

CON 270 Holistic Approach Reproductive Health
This course will enable the students to look critically at reproductive health options through the lifespan. Through readings, podcasts, PowerPoint presentations, and online discussions, we will weigh evidence related to alternative, complementary, and natural approaches to managing reproductive health issues. The course will follow a life span, growth and development approach. Course topics will include natural family planning methods, holistic contraception, infertility and pregnancy issues, holistic birth support skills, and holistic care of the newborn after birth. In addition, adult reproductive issues will be covered including menopause, erectile dysfunction, and sexuality in aging. The student will participate online via the discussion board, online quizzes, short essays, and complete and assignment to create a holistic teaching page related to a reproductive health topic. Offered as an online course. Cr 3.

CON 280 Holistic Health I
This course explores the many facets of holistic health. Emphasizing the integration of body, mind, and spirit, specific techniques and therapies will be introduced including, but not limited to, nutrition, stress management, meditation, therapeutic movement and massage, music, and others. The primary goal is to bring greater self-confidence, increased knowledge, and self-responsibility about health into each student’s life. Cr 3

CON 281 Holistic Health II
This course explores the realm of holistic health in greater depth. A strong component will focus on approaches to healing, including such topics as nutrition, meditation, creative imagery, crystals, and herbal remedies. Spiritual and metaphysical dimensions will be integrated as they relate to the total well-being of the individual. The primary goal is to become conversant with holistic approaches that are widely used in promoting and supporting self-healing in both self and others. Prerequisite: CON 280 or permission of instructor. Cr 3

CON 283 Healing and Spirituality
This course will explore the links between spiritual understandings and physical and mental health. Focusing on global spiritual and religious traditions, the course will examine the determinants of health and the healing techniques utilized in each faith. We will also examine the ways in which religious values and expectations become internalized and affect the ways in which we interpret our wellness and our discomforts. This course is designed to offer an opportunity to become familiar with the world’s faith traditions, and to explore spirituality as it relates to healing, both personally and institutionally. Cr 3

CON 284 Botanical Therapies
The use of medicinal plant remedies can offer a rich, effective, and safe addition to health care for a variety of common illnesses and conditions. With dramatic increase in use of herbal preparations, however, questions of effectiveness and safety arise for both health care consumers and their providers. This course will give the historical background on the use of medicinal plants in the U.S. and Europe, examine the current legal status of plant remedies and herbal practitioners, review the most commonly used botanical remedies available, and discuss the benefits and risks that attend the use of these and other medicinal plant preparations. Cr 3

CON 302 Pharmacology
This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the health professional for safe, therapeutic pharmacologic interventions. There is no clinical component to CON 302. For nursing majors, must precede NUR 323/325, but must be taken within one year. Prerequisites: BIO 211 or SCI 172 and sophomore standing. Cr 3

CON 313 Health in Later Years
No description available. Cr 3

CON 314 Wellness Education and Counseling
This course is designed to facilitate an understanding of how to plan, implement, and evaluate wellness education programs. Teaching and learning styles will be addressed. Counseling skills will be practiced. Teaching techniques and tips will be highlighted. The course follows a learning-by-doing and reflection-in-action approach to education. Students will participate in experiential group and individual processes and be expected to apply personal insight when working with others. Cr 3

CON 318 Adult Development & Aging
This is an advanced course in developmental psychology focusing on the adult portion of the lifespan. The course will provide an overview of the major theories, issues, and research in the scientific study of adulthood. The interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual's development will be examined. Prerequisites: College writing and any PSY or SOC course. Cr 3

CON 321/322 Health-Related Research
Introduction to health-related research with an emphasis on understanding the research process and becoming a consumer of research. Critique of health-related research findings to health professions and their application to professional practice is a major component of this course. CON 322 is a Writing Intensive course. For nursing majors, must be completed before taking any 400-level nursing course. Prerequisite or concurrent: PSY 201 or MAT 120. Cr 3

CON 352 Nutrition for Physical Performance
The in-depth study of general nutritional practices applied to athletes and other individuals who are physically active. The course will emphasize basic cellular metabolism as it relates to energy production and expenditure during the course of preparation and training for athletics and physical activity. Weight control, use of ergogenic aids and nutritional supplements will also be discussed. Prerequisites: ALT, EXS, HEF major; CON 252; SPM 330 or concurrent. Cr 3

CON 356 Concepts in Community Health
This course introduces the concepts and principles basic to the development and

maintenance of the community’s health. The epidemiological process guides the survey of current major health issues. The course focuses on the health issues of groups in the community at local, state, national, and global levels. Cr 3

COS 160 Structured Problem Solving: Java
An introduction to the use of digital computers for problem solving, employing the Java programming language as a vehicle. Content includes elementary control structures and data representation methods provided by Java and the top-down programming methodology. Course requirements include a substantial number of programming projects. This course must be taken concurrently with COS 170. Prerequisite: successful completion of the mathematics proficiency requirement. Cr 3

COS 161 Algorithms in Programming
The development of algorithms and their implementations in a higher-level programming language, with emphasis on proper design principles and advanced programming concepts. Introduction to the performance analysis of algorithms. Course requirements include substantial programming projects. Prerequisites: COS 160, and working knowledge of word processing and Web browsing. Cr 3

COS 170 Structured Programming Laboratory
Computational experiments will be designed to teach students how to construct reliable software using Java. Topics to be covered include: Windows system, conditional program flow, iteration, procedures and functions, and symbolic debugging. This course must be taken concurrently with COS 160. Cr 1

COS 280 Discrete Mathematics
Concepts of modern algebra, set theory, Boolean algebra, elements of graph theory, and their application to computer science. Prerequisites: MAT 145 and COS 160. Cr 3

COS 285 Data Structures
Basic abstract data types and their representations, fundamental algorithms, and algorithm analysis. Consideration is given to applications. Specific topics include linked structures, trees, searching and sorting, priority queues, graphs, and hashing. Course requirements include a substantial programming component. Prerequisites: COS 161, MAT 145, and calculus, or their equivalents. Cr 3

COS 360 Programming Languages
Examination of basic concepts and constructs of high-level languages via consideration of several representative languages. Topics include scope of declarations, binding time of constituents, type checking, and control organization. Study of implementation methods for various programming language features. Study of the methods of formal specifications of programming languages: regular, context-free, and attribute grammars and operational semantics. Exposure to programming in languages that deviate from the imperative style such as Lisp and Prolog. Prerequisites: COS 250, COS 285. Cr 3

COS 460 Computer Networks
An introduction to computer networks. Computer network architecture is described. Other topics include digital data communication, local area networks, wide area networks, internetworks, and the Internet. Specific technologies, including Ethernet and ATM, and protocols, including TCP/IP, will be considered in detail. Typically offered once every two years Prerequisite: COS 285. Cr 3.

COS 465 Distributed Systems
An introduction to the design and operation of distributed systems. Topics include client-server models, interprocess communications, RPC, replication and consistency, online transaction processing, error and fault recovery, encryption and security. Examples will be taken from extant distributed systems. Prerequisites: COS 450 and COS 460, or their equivalents, or permission of the instructor. Cr.3.

COS 475 Machine Learning
Contact Department for course description.

CRM 100 Introduction to Criminology
This course focuses on the nature of crime and on problems concerning its measurement and distribution. The course examines some of the popular images of crime in the media and elsewhere, the creation and utility of official and unofficial crime statistics, and theories about the causes of crime. No prerequisites. A grade of “C” or better is required in this course in order to continue in the major. Cr 3

CRM 220 Research Methods in Criminology
This course is an introduction to methodological issues in criminology. The emphasis is on critical evaluation and application of the basic instruments of inquiry. Students will learn how to "do" criminology, as well as how to assess existing criminological literature. Prerequisite: CRM 100 or permission. Cr. 3.

CRM 230 Introduction to the Criminal justice System
This course is designed to provide students with an understanding of the criminal justice system in the United States from a sociological perspective. Students will become familiar with criminal justice functions such as policing, trials, defense and prosecution of cases, and corrections. Also students are required to prepare a mock trial of a criminal case. Prereq: CRM 100 or permission. Cr 3.

CRM 317 Gender and Crime
This course concentrates on gender and its relation to crime. It explores such issues as histories of gender inequality, the gendered character of criminological theory, and how gender is related to a variety of crimes such as rape, violence in the family, crimes by women, property crimes, and corporate crime. Prerequisite: CRM 100 or permission. Cr 3

CRM 325 Domestic Violence
This course explores contemporary theoretical and policy debates on domestic violence as a social problem and crime. Topics include partner abuse, child abuse, and elder abuse. The definition and measurement of domestic violence are analyzed. Comparison of legal and community responses to domestic violence is emphasized. Special attention is given to economic and ethnic diversity as they relate to domestic violence. Prerequisite: CRM 100 or permission. Cr 3

CRM 340 Criminal Law
This course offers students an intensive study and review of statutory law, case law, and criminal procedure. Substantive topics covered include responsibility; insanity; grand jury; 4th, 5th, 8th and 14th Amendment issues; pre-trial; trial; sentencing and appeals. Materials are drawn from U.S. Supreme Court and Maine Judicial Court opinions. Prerequisites: CRM 100 or permission. Cr. 3.

CRM 350 Topics in Criminology
Specially developed courses exploring areas of interest and concern in depth. Among these topics currently considered are war crimes, race and crime, ethno-methodology, homicide, visual criminology, film and crime, self and crime, sexuality and crime, and social theories of non-violence. May be repeated for credit. Prerequisite: CRM 100 or permission. Cr 3

CRM 370 Reflexive Criminology
A reflexive approach to criminology examining criminological theories and perspectives as cultural and ideological products. Using cross-cultural and historical comparisons, the course analyzes the conditions under which “criminology” is produced. We also explore the connections between the product of the “criminology industry” and the reproduction of broader cultural and ideological patterns. Prerequisites: CRM 100 or permission. Cr 3

ECE 391 Math in Early Childhood Educ
Contact Department for course description.

ECE 399 Topics
No description available. Cr 3.

ECO 101 Introduction to Macroeconomics
An analysis of the basic characteristics, institutions, and activities of modern market economies. Topics discussed include inflation, unemployment, government monetary and fiscal policy, full employment and economic growth. Cr 3

ECO 102 Introduction to Microeconomics
Introduction to the analysis of individual markets: the functioning of prices in a market economy, economic decision making by producers and consumers, and market structure. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Additional topics are determined by individual instructors. Cr 3

ECO 106 Economics of Social Change
Students will explore connections among major socioeconomic transformations (e.g., the spread of market relations, industrialization, and new technologies), massive movements of people (from countryside to city, from one nation to another), the resulting clash of cultures, and the social construction of human

worth. Students will analyze debates over social policy, economic performance - and the relative standards of living. Prerequisites: none. This course will satisfy a second-tier Socio-Cultural Analysis Core curriculum requirement. Cr 3

ECO 220 U.S. Economic and Labor History
This course examines labor issues in the U.S. economy, combining analytical and historical perspectives. The course surveys the evolution of labor in the U.S. economy from the industrial revolution to the present, considers the history of the American worker and of the U.S. labor movement, and analyzes labor markets and their relationship to the competitiveness of the U.S. economy. Prerequisites: English competency requirement. Cr 3.

ECO 302 Intermediate Microeconomics
Analysis of individual markets, choice, and exchange theory: the functioning of prices in a market economy, rational decision making by consumers and producers, cost and production analysis, market structure, and theory of public goods and market failures. Prerequisites: ECO 101 and ECO 102, or ECO 100 and Department permission. Cr 3.

ECO 303 Political Economy
This course provides an overview of various perspectives on the U.S. economic system, its dynamics, problems, and its relation to the political sphere. Topics may include: inequality and discrimination; growth and the environment; military spending, productivity and growth; and policies for the future. Prerequisites: ECO 101, ECO 102 and either ECO 301 (or concurrent) or ECO 302 (or concurrent) or permission of instructor. This course will satisfy the intensive writing requirement. Cr 3

ECO 305 Research Methods in Economics
Measures of central tendency, basic probability theory, and hypothesis testing will be discussed. With a focus on economic data, the relationship between random variables will be examined using linear regression models and computer software. Prerequisites: MAT 120 and proficiency in Microsoft Excel or permission of instructor. Cr 3.

ECO 315 Economic Development
The theories and practices of interregional and international economic development. Special attention is given to developmental problems of emerging nations. Prerequisite: any 100-level ECO course. Cr 3.

ECO 323 U.S. Labor and Employment Relations
This course considers the evolution of 20th-century U.S. labor relations, particularly the competing fortunes of union and non-union labor relations models, as well as the impact of changing institutions on labor markets. It also surveys the evolving perspectives of industrial relations theorists and practitioners. Prerequisite: English competency requirement. Cr 3.

EDU 100 Exploring Teaching as a Profession
An introduction to the study of education and teaching, this course provides opportunities for students to examine and evaluate their interest in and aptitude for a career in teaching. The structure of the course combines faculty-directed seminars with coordinated field-based experiences in school settings. In addition to examining and reflecting upon their field-based classroom experiences in their seminar sessions, students will examine the following topics: current initiatives and issues in education and teaching, the diverse needs of students, the multiple roles of teachers, the professional and ethical expectations of teachers, school curriculum, culture and organization, and teacher certification program and professional development options. Part of the course will be field based school experiences. Cr 3.

EDU 305 Foundations of Cultural & Linguistic Diversity
This course supports students in exploring and critically analyzing topics, themes, and issues related to cultural and linguistic diversity and helps them build a strong theoretical and practical foundation for becoming successful multicultural educators. 24 hours of fieldwork will be required. Prerequisites: HRD 200: Multicultural Human Development. Cr 3

EDU 310 What is the Purpose of Schooling in a Democracy?
The focus for EDU 310 is a critical analysis of the democratic foundations for American public education and the premise that public education supports an academic, social, and economic meritocracy. Democratic societies survive and thrive upon the active engagement of an educated citizenry. This premise gives rise to the belief that democratic institutions foster a meritocracy in which individual

achievement in school is solely based on mastering the school curriculum and not on other social factors such as race, religion, language or social class. Students in this course will explore the ‘myth of meritocracy’ through the lens of their own schooling experiences; they will compare and contrast their experiences with the schooling experiences of individuals from another country and use an equity framework to develop a set of guiding principles for teaching in a democracy. Cr 3

EDU 324 Student Teaching
For students matriculated in a USM undergraduate teacher education program in music education, technology education, or art education, a supervised student teaching experience of one full semester, carried out in an off-campus field setting, is required. Students must have met their program's requirements to register for student teaching. Prerequisites: vary according to major. This course requires health insurance. Cr 12.

EDU 336 Children's Literature
A survey of children's literature with special emphasis on the selection of appropriate books for children from preschool through the elementary school years. Cr 3

EGN 184 Engineering Tools: Industrial Power
An introductory course to help students become familiar with hydraulics, pneumatics, and programmable logic controllers (PLCs). Students will work with input and output components and learn the basics of PLC programming and downloading. During these hands-on lab exercises, Allen Bradley PLCs will be interfaced and control pneumatic power systems. Lecture 1 hr., Lab. 1 hr. Cr 1.

EGN 186 Engineering Tools: MatLab
An introductory course to help students become familiar with the MATLAB and Simulink environments. Topics include basic calculations, variables, arrays and matrix operations, solution of linear algebraic equations, graphs, mesh and surface plots, basic programming in MATLAB, MATLAB functions, mfiles, calculus with MATLAB, Simulink, rational and logic operators, solution of nonlinear algebraic equations, case studies and applications. Lecture 1 hr., Lab. 1 hr. Cr 1.

EGN 198 Intro Topics in Engin: C++ Progr
Contact Department for course description.

EGN 210 Technical Writing
A basic technical writing course that strengthens critical thinking, collaboration, and communications skills. Study includes document purpose, situation analysis, style, format and production of reports, proposals, instructions, procedures, technical descriptions, forms, letters, memos, and visual aids. Fulfills "W" requirement. Prerequisite: ENG 100 or instructor permission. Cr 3.

EGN 248 Introduction to Differential Equations and Linear Algebra
Introduction to linear algebra and differential equations for engineering and science students. Standard methods for solving differential equations as they arise in engineering and science, linear algebra concepts need to solve linear algebraic systems and linear systems of differential equations, and computational skills in matrix theory needed in computational linear algebra. Topics will include matrix algebra, determinants, linear independence, linear systems, linear transformations, eigenvalues, and eigenvectors, vector spaces, first-order ODEs, higher-order linear ODEs, linear systems of ODEs, Laplace transform, and mathematical modeling and numerical methods. May be replaced by MAT 350. Prerequisite: MAT 152. Lecture 4 hrs. (Spring) Cr 4.

EGN 260 Materials Science for Engineers
Concepts of relationships between structure, composition and thermal, optical, magnetic, electrical and mechanical properties of metals, ceramics, glasses and polymers. Prerequisites: PHY 123, MAT 153, CHY 113. Lecture 3 hrs., Lab 1 hr. Cr 3

ELE 216 Circuits I: Steady-State Analysis
An examination of fundamental circuit laws and theorems, network analysis, physical properties and modeling of resistors, inductors, and capacitors. Sinusoidal steady-state operation, phasors, impedance, power, three-phase systems, and the ideal transformer. The course also covers the operation of meters, oscilloscopes, power supplies, and signal generators. Prerequisites: MAT 153, PHY 123. Lecture 3 hrs., Lab. 2 hrs. Cr 4

ELE 314 Linear Signals and Systems
Introduction to the theory of linear signals and systems. Linear time-invariant system properties and representations; differential and difference equations; convolution; Fourier analysis; Laplace and Z transforms. Selected topics in sampling, filter design, digital signal

processing, and modulation. Prerequisite: ELE 217. Lec. 3 hrs. Lab 2 hrs.

ELE 323 Electromechanical Energy Conversion
Basic concepts of magnetic circuits and transformers. Three-phase system and power transmission. Conversion between electrical and mechanical energy through magnetic fields. Study of direct current motors and generators. Study of alternating current machines: induction motors, synchronous machines, and single-phase motors. Prerequisite: ELE 216; Lecture 3 hrs., Lab 2 hrs. Cr 4

ELE 327 Energy and Power Systems
Alternative energy sources for power generation. Polyphase systems, symmetrical components, power transformers, transmission lines, power flow, fault analysis, power system controls. Electrical engineering elective. Co-requisite: ELE 323. Lecture 3 hrs., Lab. 1 hr. Cr 3.

ELE 342 Electronics I: Devices and Circuits
Operation, terminal characteristics and circuit models of p-n junction diodes, bipolar-junction and field-effect transistors. Nonlinear circuit analysis methods: piece-wise-linear, small-signal and SPICE. Biasing and bias stability. Rectifiers, clipper, clamper, Zener regulator circuits, and small signal BJT and FET amplifiers. Analysis, design, and SPICE simulation of such circuits. Replaces ELE 342. Prerequisite: EGN 260. Corequisite: ELE 217. Lecture 3 hrs., Lab. 2 hrs.

ENG 100 College Writing
With an emphasis on the connections between reading and writing, English 100 introduces students to practices and conventions of expository academic writing. Students read expository writing from a variety of fields and use the ideas they encounter to develop and refine their own arguments and perspectives. Students learn how thinking and writing change through processes of reading, drafting, rereading, revision, editing, and proofreading. At the end of the semester, an ENG 100 student is able to compose essays that reflect his or her point of view, engage with complex readings, and focus on a central thesis or project in language relatively free of sentence-level error. Prerequisite: college readiness in writing. Every semester. Cr 3

ENG 101 Independent Writing
English 101 is offered as an alternative college writing course for students who prefer to work independently on academic writing with an instructor's guidance. The main business of the course is conducted in individual conferences; therefore, the course is more intensive than ENG 100 or 104. This course emphasizes style, sentence structure, organization, and development. The major challenge of the course is the self-discipline that students will need to work independently. Prerequisite: college readiness in writing. This course fulfills the college writing requirement. Every semester. Cr 3

ENG 140 Reading Literature
An introduction to the premises and techniques of literary analysis. The course emphasizes the close reading of texts from different historical periods and introduces students to literacy conventions and terminology as well as library and internet resources available for research. In this course, students will learn to use concepts of the discipline and conventions of academic discourse with an emphasis on critical writing. Prerequisite: College Writing or equivalent or permission of instructor. Cr 3.

ENG 145 Topics in Literature
This course emphasizes oral and written analysis and interpretation of literary and other cultural texts within and across historical contexts. Though topics vary, each provides a broad introduction to the concepts of literary history and periodization as these are understood within the discipline and familiarizes students with the basic terms and methods of literary analysis. Every semester. Prerequisite: College Writing or equivalent or permission of instructor. Cr 3.

ENG 201 Creative Writing
An introduction to the principles and practices of writing fiction and poetry; other genres may be added at the discretion of the instructor. Students will be exposed to a variety of writing modes through exercises and engagement with literary texts. Emphasis is on using imaginative and precise language, on developing critical skills through workshops, and on assembling a portfolio of revised student writing. Prerequisites: College Writing and ENG 120. Every semester. Cr 3

ENG 202 Memoir & Autobiography
This course offers orientation in the technique of narrative autobiographical writing. Using journal writing, observational writing, and free writing techniques, students will learn to access story material from memory and develop a personal writing practice. They will be assigned readings in memoir and autobiography, and will assemble a portfolio of essays and personal writings Cr 3.

ENG 204 Professional Writing
This course introduces students to public and professional writing and communication and provides practice in different forms, such as business writing, grant writing, public relations, interviews, blogs, & speeches. Cr. 3.

ENG 220 World Masterpieces I
A study of the major works of Western and non-Western literature from the classical, medieval, and early modern eras. Readings may include The Epic of Gilgamesh, The Odyssey, The Canterbury Tales, and selections from the Bible and Quran. Cr. 3.

ENG 230 Literacy Studies
A course dedicated to examining the history, concepts, and practices of literacy, with readings drawn from socio-linguistics, the social and cultural history of literacy and of print culture, the sociology and history of education, and reader response studies. The course will examine changing concepts of literacy, orality, and illiteracy, with special attention given to the following: the historical, social, and cultural dynamics influencing reading and writing practices; the plurality of literacy practices; and the theoretical debates over the meaning of the word "literacy" itself. Students will also do ethnographic studies of their own literacy practices and the ways in which these differ from one social context to another. Every semester. Cr 3

ENG 245 Introduction to Literary Studies
This is a required course for all English majors. It may be taken concurrently with other 200-level courses in the Department, but is a prerequisite for all 300- and 400-level courses except those in creative writing. The course will have a double focus. Students will be introduced to a variety of methodologies important to an insightful analysis of literature and other cultural texts. They will also learn research procedures and techniques of effective critical writing. Every semester. Cr 3

ENG 263 Fiction
This course will introduce important concepts in analyzing fiction and enable students to develop skills in interpretation, literary analysis, and discussion. It will focus on narrative forms and rhetorical structures (such as voice, plot, diction, figurative language) in various historical periods, and will both examine and challenge the concept of genre. Every semester. Cr 3

ENG 300 Fiction Writing
A course for those who, in a creative writing course or on their own, have written several pieces of fiction and are ready for more advanced work. Emphasis will be on writing well-developed short stories and on understanding the basic elements of fiction. A better-than-average competence in using English is required. Suggested preparation: ENG 201. Every spring. Cr 3

ENG 301 Poetry Writing
A course for those who, in a creative writing course or on their own, have developed basic skills of reading and revising poetry, and who are interested in developing a sense of how poetry has been written in the past by major poets and how it is being created in the present. Emphasis will be on imitation of past and present writers, exercises that stress the elements of poetry, and the development of personal approaches. Suggested preparation: ENG 201. Every fall. Cr 3

ENG 305 Rhetoric, Syntax & Style
The course focuses on the fundamentals of sentence-level writing, teaching students the possibilities of English style both for their own prose and for textual analysis. By examining contemporary texts in the context of traditions of rhetoric, students will develop a theoretical grasp of rhetoric, syntax, and style as a basis for editing and revision. Cr 3

ENG 342 Topics in Contemporary Theory
This course studies in-depth selected theoretical approaches to literature and culture. It will focus either on a single current theory or, through a comparative method, two to three different theories (e.g., structuralism and formalism, Marxism and cultural criticism, or deconstruction and feminism). May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Every semester. Cr.3.

ENG 347 Topics in Interdisciplinary Studies
This course investigates literature in relation to other disciplines, with an emphasis on how various fields of knowledge contextualize and elucidate our understanding of literary production. Topics may vary and include, for example, anthropology and drama, Freud and literature, literature and technology, and parallel movements in art and/or music and literature. Because of the diverse range of interdisciplinary studies, material is drawn from film, video, music, and art, as well as from printed texts. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr.3.

ENG 348 Topics in Interdisciplinary Studies
This course investigates literature in relation to other disciplines, with an emphasis on how various fields of knowledge contextualize and elucidate our understanding of literary production. Topics may vary and include, for example, anthropology and drama, Freud and literature, literature and technology, and parallel movements in art and/or music and literature. Because of the diverse range of interdisciplinary studies, material is drawn from film, video, music, and art, as well as from printed texts. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr.3.

ENG 360 Shakespeare
ENG 360 and 361 each feature close reading of five to seven Shakespearean plays, and focus attention both on theatrical and philosophical meanings. Both courses include tragedies and comedies; neither is introductory nor prerequisite to the other. ENG 360 often includes a section on Shakespeare's history plays, while ENG 361 includes a section on Shakespeare's "romances." Cr 3.

ENG 367 Literature and Culture of the Early Republic
Focusing upon representative early American texts, this course considers questions of revolution, the transition from colonialism, emergent nationalisms, and constructions of citizenship within the context of the American War for Independence and the ensuing years of the Early Republic. Variable cycle. Cr 3.

ENG 377 Studies in Nineteenth-Century British Literature
Topics will vary from semester to semester. Sample topics include: Fin de Siecle Literature and Culture; Nineteenth Century Intellectual History and Culture (e.g., Wollstonecraft, John Stuart Mill, Darwin, Marx, Nietzsche, Freud); Victorian Poetry and the Visual Arts; 19th-Century Psychology and Culture; Contemporary Film Appropriations of Victorian Fiction. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr. 3.

ENG 385 Studies in Nineteenth-Century American Literature and Culture
Specific themes, works, or writers prominent in nineteenth-century American literature and culture. The course may focus on a particular literary tradition, genre, or theme; a literary and cultural movement; a theoretical issue in the development or study of nineteenth-century American literature; or the work of a single author. Possible topics include slavery and abolition in American literature, nineteenth-century popular culture, the domestic novel, American Renaissance, and Whitman and Dickinson. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 393 The American Novel Since 1900
This course will study various types of novels (such as the realist novel, the social protest novel, the modernist novel, the Gothic novel, and the autobiographical novel) with attention to social and historical contexts and to thematic connections between texts. It is not purely a survey of "Great American Novels," but may include both canonical and non-canonical writers. Critical and theoretical texts may accompany literary readings. Cr. 3.

ENG 394 Studies in American Literature and Culture Since 1900
This course will be organized around different literary periods, geographical regions, fields of study, and intellectual and cultural movements. Possible topics include the Harlem Renaissance, literature and the left, literature of new social movements (Black power, feminism, lesbian and gay rights), youth cultures, the Vietnam era, immigrant writers, American Indian writers, southern writers, Caribbean writers in the USA, and Maine writers. Students should consult the Department's Course Guide for detailed descriptions. Cr. 3.

ENG 401 Writing Minor Thesis

The student, working in collaboration with a faculty advisor, produces a thesis of 10 - 15 poems or 25 - 50 pages of fiction or non-fiction. The thesis may be multi-genre, by the student's choice. Prerequisites: ENG 302, 303, 304, or 306. Cr 1.

ENG 419 Seminar in Genre and Form

Fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 36 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ENG 491 Seminar in Literature Since 1900

Fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 36 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ESL 100 College Writing

This section of College Writing is intended for non-native speakers of English only. The course focuses on the analysis of professional and student writing as a way of sharpening awareness of how to use the English language effectively for use in the academic classroom. The writing assignments encourage students to apply the principles discussed in class to their own work. This course cannot be used to satisfy a humanities requirement. Prerequisite: ESL 104 or instructor's permission. Cr 3

ESL 102 English for Speakers of Other Languages: Advanced Grammar and Writing

An advanced-level English language course for non-native speakers of English focusing on building a stronger foundation of grammatical skills that will aid students in producing more natural and accurate writing skills in the English language. Emphasis is placed on understanding and using grammar structures needed for academic writing and discussion on the university level. Through a series of grammatical exercises, meaningful drilling, both written and oral, and analysis of the structure of English, students will become better used to producing more complex sentences and short essays. Prerequisite: ESL 011 or instructor's permission. Cr 3

ESL 103 English for Speakers of Other Languages Level II: Higher Intermediate Reading, Writing, and Vocabulary

A higher intermediate-level English language course for non-native speakers of English designed to help students produce grammatical, well-constructed, coherent English, in both written and spoken form. Based on the writing process, students will write and rewrite paragraphs and essays drawn from topical and academic reading, works of fiction, and class discussion. Students learn to read and analyze for content and style a variety of authentic works of fiction and non-fiction. A strong focus will be on enhancing the students' academic vocabulary. Prerequisite: ESL 010 or instructor's permission. Cr 3

ESL 104 English for Speakers of Other Languages Level III: Advanced Reading, Writing, and Vocabulary

An advanced-level English language course for non-native speakers of English who are nearly ready for College Writing but need additional work in fine-tuning their language skills. Much of the work done in this class will focus on reading academic literature, fiction, and non-fiction, as well as the academic writing skills necessary for university work. Additional focus will be on vocabulary extension and the use of idiom. Students will be required to write short essays, keep a written journal, and make a major oral presentation in class. Prerequisite: ESL 103 or instructor's permission. Cr 3

ESP 101 Fundamentals of Environmental Science

This course is an examination of the science of environmental problems, processes, and solutions. Students will explore the interrelationships of the natural world, the environment, and impacts from humans. Specific topics will include land, air, and water pollution; biodiversity; global climate change; energy; public health; and sustainability. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Co-requisite: ESP 102. Cr 3

ESP 102 Fundamentals of Environmental Science Laboratory

This laboratory course is designed to provide applied experience with some of the tools and techniques used in environmental science. Students will examine a variety of environmental issues using field kits, lab

equipment, and computers. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Co-requisite: ESP 101. Cr 1

ESP 108/GEO 108 Introduction to ArcGIS

An introduction to Geographic Information Systems (GIS), stressing the practical applications of popular graphical user interface (GUI) software packages such as ArcView. Topics covered include displaying, downloading, editing, analyzing, and printing public domain and user-created geographical data sets. The main emphasis of the course is on the acquisition of system operations skills. Cr 3

ESP 150 Environmental Science Field Immersion Session

This field immersion session is designed to teach basic natural science field skills and build community in a long weekend format. The course includes components on forest, soil, aquatic, wildlife, and urban systems. Basic orienteering and map reading, topographical surveying, global positioning system operation, aerial photo interpretation, and dichotomous key use are emphasized. This required course is intended for students between the first and second year of the environmental science major. Students must be present for the entire immersion session. Cr 3

ESP 197 Research Skills Lab

This ten-week, lab-style course is designed to develop students' study and research skills to foster academic success as a major in the Department of Environmental Science. Topics will include literature searching, website evaluation, peer review process, critical thinking, finding articles and books, plagiarism, proper citation, primary and secondary sources, and the writing process. The final project is a written literature review on a selected environmental topic. Cr. 1.

ESP 275 Energy Use & Societal Adaptation

This course focuses on the topic of energy, its utility, its use, and its impact on society and the environment. Subjects to be explored include: 1) traditional, modern and future energy resources; 2) energy consumption; 3) energy technologies; 4) energy and the environment and 5) sustainable development. The class will consist of a combination of lectures and seminars using a variety of media, including textbooks, technical articles, print, and video. Prerequisites: ESP 101/102. Cr 3

ESP 280 Research and Analytical Methods

A focus on analytical and research techniques for environmental science and policy. The course is centered on the use of instrumentation and investigative research to address a thematic environmental issue. Topics include defining research problems, experiment design, measurement, sampling, and analysis. Students will complete group research projects. Prerequisites: ESP 203 and CHY 113/114. Cr 4

ESP 311 Renewable Energy/Energy Efficiency I

This course provides students with an understanding of how to identify opportunities for energy saving at the residential building level. The course will be modeled after the findings of a typical home energy audit, with an emphasis on weatherization, indoor air quality, and utility use. Prerequisite: ESP 101/102, or permission of instructor; Co-requisite: ESP 312. Cr 3

ESP 326 Environmental Economics

This course considers the economic aspects of resource and environmental issues, such as pollution, the use and management of natural resources, environmental justice, and global climate change. In addressing each of these issues we will investigate the implications of various public policy responses such as regulation, marketable permits, and tax incentives. Prerequisite: ECO 102 or instructor permission. Cr 3

ESP 340 Environmental Regulations

This online course is an intensive introduction to the federal and Maine environmental regulatory structure. This course is designed to provide basic competency in the knowledge and application of environmental regulations, including air, surface water, drinking water, worker protection, spill reporting, and hazardous and solid waste. Cr 3

ESP 341 Limnology

The study of inland waters with emphasis on the identification and ecology of aquatic organisms. This course meets on Fridays to allow time for extended field trips to local streams and lakes. Students will conduct independent research projects as part of the

course. Prerequisites: BIO 105/106 or ESP 101/ 102 or ESP 125/ 126, and one semester chemistry lecture/lab, or permission of instructor. Cr 4.

ESP 375 Environmental Risk Assessment and Management

The focus of this course is to provide students with a competency in quantitative human health risk assessment and organized, multidisciplinary approach to evaluating scientific data by studying basic toxicology and fate and transport of contaminants using generally accepted principles and terminology used in the field. Students will examine the limitations of current risk assessment methods and be introduced to the basics of public and community health. Finally, students will study the scientific, political, social, ethical, and economic dimensions of managing risks. Prerequisites: ESP 101/102, ESP 203, or permission of instructor. Cr 3.

ESP 389 Environmental Science Teaching Practicum

Students will work closely with a faculty member on a course. They will be involved in all aspects of the course that do not involve grading, including lab instruction, class preparation and tutoring. Students should contact the Department chair for details. May be taken more than once for a maximum of six credits. Grade: Pass/fail. Prerequisite: permission of instructor. Cr 1-3.

ESP 413 Forest Ecology

This course provides students with an understanding of what constitutes a healthy forest ecosystem and a sustainable forest environment. Special emphasis is placed on the function, spatial variability, evolution of forest ecosystems, and the need for forest ecology as the foundation of forest management. The laboratory session is field intensive. Prerequisites: ESP 125/126 or permission of instructor. Cr 4.

EYE 108 Culture, Identity and Education

This course focuses on the interrelationships among group affiliation, a quest for inquiry and learning, one's role within society, and one's personal identity. The course explores the basic questions of "Who are you"? and "What/who has influenced who you are and who you wish to become"? Through readings, written assignments, and discussions, students will examine the relationship between culture, education, and personal identity. Using concepts from sociology and educational psychology, students will analyze educational settings, aims, and procedures and compare these to their own successes or challenges with institutional learning. Cr 3

EYE 112 The Built Environment: Energy

We live in a world that is full of things and processes that humans have built, that humans have designed, that humans have engineered to satisfy their needs and desires. During this course students will engage with the people, processes, and practices of imagining, analyzing, designing, building, testing, critiquing, and improving those aspects of our world that are built by humans for humans – our engineered world. Particular attention will be on energy – what energy is, where it comes from, how it is transformed and used, advantages and disadvantages of various types of energy such as fossil, solar, wind, hydro, biomass, and nuclear. Because this is a studio class, class time is adequate for class activities. Course fee covers most supplies and materials, and purchase of a textbook is not required. Students should have very basic algebra skills. Extra course fee of \$100. Cr 3

EYE 117 Nature, Society & Self

How do I relate to the natural world? How do I relate to civil society? How do I act resolutely, self-reliantly, ethically, and in concert with nature? These questions are central to EYE 117. Answering these questions requires being awake to the world, being capable of close observation and measurement, being self-consciously thoughtful and able to make meaning of the world around you, and being disciplined in self-reflection. \$100 course fee required to cover course field trips. Cr 3.

EYE 118 Musician's Health: A Path to Peak Performance

A practical course aimed at musicians in developing strategies for preparing themselves physically and psychologically to achieve their maximal performance potential. Students will learn the principles and practices of injury prevention, healthy lifestyle and practicing habits, performance psychology, and the interrelationship of physiology and psychology for the performing musician. Co-requisite: MUP 101, 102, 201, 202, or 203. Open to all students. Cr 3

EYE 120 An EYE for the Arts

Students will visit art museums and galleries, music and theater events and they will attend visiting artist lectures and music and theater productions on the USM campus. Students will consider how artists present differing responses to the natural world and about the impact of a world viewed through the eyes of diversely creative people. Students will maintain a journal of their visual and written responses to these visits and events. They will also write a substantial research paper focused on an artist or performer whose work they have viewed during the semester. Cr 3

EYE 127 Friendship

This course is an interdisciplinary examination of friendship that brings resources of philosophy, sociology, and literature to bear on our experience and understanding of this relationship. It addresses the following questions: What is meant by "friendship"? In what ways does the experience and understanding of friendship change over time and across cultures? What is the impact of modern technology on friendship? What are impediments to and pitfalls in this form of human affection? Can friendship be a problem? What conditions help establish friendship and allow it to flourish? Is friendship thinning in modern society and, if so, for what reasons? Cr 3.

EYE 129 The Chicken Course

This course is organized around three significant ways we encounter Chicken in our society: as food, as the object of policy and politics, and as cultural symbol. In the first part of the course, we explore the production of chicken for meat and eggs. Second, we look at Chicken as the object of local and global political debates, as in how we regulate the keeping of backyard chickens and large-scale poultry and egg producers, and in global responses to bird flu. Finally, we explore the human love affair with Chicken in story, fable and folklore and in the sport of cockfighting to examine what Chicken and our relationships to them have to say about us as humans. Cr 3

EYE 130 Discovering the Business of Sport

Many students are passionate about sports. They have played sports, have a favorite team, sport, or player, and/or are actively engaged in fantasy sports. Typically, however, that is where students' knowledge of the sport industry ends. The purpose of this course is to introduce the field of sport management to first year students in an effort to broaden their sport knowledge, in particular, the unique business aspects of sport and careers in sport. This course is also designed to assist students in their understanding of college level academic expectations including responsibility, preparedness, and writing and presentation skills. Cr 3

EYE 199 Topics

Topics include: Creative Intelligence, Tourism Entrepreneurship, Leadership on Campus, Intro to Professional Nursing, Act Like You Mean It. Cr 3

FIN 320 Basic Financial Management

This course is a balanced introduction to the theory and practice of financial management. It prepares students to make basic financial decisions and understand the decisions of others. Topics include time value of money, capital markets, risk and return, stock and bond valuation, capital budgeting, capital structure, and working capital management. Prerequisites: ACC 211 (or concurrent), ECO 101, ECO 102 (or concurrent), BUS 275 or MAT 212 (or concurrent), and junior standing. Cr 3

FIN 321 Personal Financial Planning

This course begins to prepare students for a career as a professional financial planner by providing fundamental concepts and principles of personal financial planning, applied with a quantifiable approach to achieving client objectives. Topics include general principles of financial planning, the changing nature of the financial services environment, code of ethics and professional responsibility, credit and debt management, budgeting, personal taxes, employee benefit planning, goal attainment, investment planning, risk management through the purchase of insurance, retirement planning, and estate planning. The course will include casework and current financial planning problem scenarios. Prerequisites: FIN 320 and junior standing. Cr 3

FIN 326 Financial Modeling

Introduces principles and techniques for building and implementing financial models. Topics are drawn from a variety of areas: financial planning, investments, derivatives,

and corporate finance. The course emphasizes the application of financial modeling techniques in identifying and implementing business solutions. The course will be of special interest to students seeking hands-on experience constructing financial models. Prerequisites: FIN 320 and junior standing. Cr 3

FRE 101 Beginning French I

This beginner's course in French stresses the acquisition of cultural information and introduces the student to the four skills of language learning: listening comprehension, speaking, reading, and writing. The course requires coordinated work in a variety of audio-visual media. Cr 4

FRE 201 Intermediate French I

Review of grammatical structures with further development of listening comprehension, speaking, reading and writing skills. The emphasis will be on understanding cultures and contemporary life of French-speaking countries through reading and discussion. The course requires coordinated work in a variety of audio-visual media. Prerequisites: FRE 102, or FRE 103, or FRE 107; two years of high school French or the equivalent or permission of instructor. Cr 4

FRE 301 Practical French I

Comprehensive review of French grammar, enrichment of vocabulary, and practice in conversation, using a variety of materials, including films, videos, songs, interviews, newspapers and periodicals. Emphasis will be on achieving proficiency in all areas. Prerequisite: FRE 202 or equivalent. Cr 3

FRE 305 French Phonetics

A formal study of the French sound system and an initiation into phonetic transcription with practical and remedial work in pronunciation. Prerequisite: FRE 2021 or equivalent. Cr. 3.

GEO 102 Physical Geography

This course examines the physical processes of the environment as they relate to human endeavors. Climate, soil, vegetation, land form, water, and mineral resources are among the topics covered. Laboratory exercises acquaint the student with the materials and methods of physical geography. Climate data, topographic maps and field observations are employed to solve practical problems of human interaction with the environment. Cr 3.

GEO 103 Human-Environmental Geography

Using geographic perspectives, this course focuses on the changing nature of the earth's environment and the human role in these changes. Both direct and indirect human impacts on the biosphere, the atmosphere, and the hydrosphere are considered, including tropical deforestation and the loss of biodiversity, the human role in global climate change, and the impact of human actions on world fisheries. Local and regional examples will be incorporated. Cr 3

GEO 105 Society, Environment and Change

No description available Cr 3.

GEO 108 Introduction to ArcGIS

An introduction to the ArcGIS software, stressing basic operation of this popular GIS package. Topics covered include system navigation, data display, data download, and printing public domain and user-created geographical data sets. Cr 3

GEO 170 Global History

No description available Cr 3.

GEO 305 Remote Sensing

Theory and techniques of image processing and analysis for remotely sensed digital data acquired from airplane and satellite platforms. Topics include image enhancement and classifications, spectral analysis, and landscape change detection techniques. Practical applications of natural and built landscapes are considered using remotely sensed datasets and techniques. Prerequisite: GEO 108 or equivalent or permission of instructor. Cr 3

GEO 308 GIS Applications I

Students are introduced to vector-based geographical information systems (GIS). Topics include overviews of geospatial technologies, spatial analysis, GIS data, system operation, the interpretation of results, and professional practices. The course comprises a weekly lecture and laboratory. Students are evaluated with tests, laboratory assignments, and on the basis of a substantial project. Cr. 3.

GEO 450 Topics in Geography

This course provides in-depth analysis of relevant topics from the perspective of an economic, political, cultural, regional or other focused approach to geographic study. The topics vary depending upon current issues of significance and the special background of the instructor. Research papers are required. Prerequisite: permission of Department. Cr. 3.

GER 101 Beginning German I

This beginner's course in German stresses the acquisition of cultural information and introduces the student to the four skills of language learning: listening comprehension, speaking, reading, and writing. In conjunction with class meetings, additional work is required using language lab resources. Opportunity for practice with videotapes and computer exercises is available. Cr 5

GER 201 Intermediate German I

Review of grammar. Further development of listening comprehension, speaking and reading skills. Emphasis on understanding German culture and contemporary life through reading and discussion of short stories, articles and essays. Students are encouraged to also register for laboratory practice (one more credit). Prerequisite: GER 102, two years of high school German or the equivalent. Cr 4

GEY 100 Volcanoes, Earthquakes, and Moving Plates

An introduction to minerals, rocks, and the processes that have continually shaped the earth over hundreds of millions of years of geologic history. The course also explores how the movements of crustal plates generates earthquakes, volcanoes, continental rifting, sea floor spreading, subduction, and continental-scale mountain ranges. For K credit, registration in one of the following: GEY 101, GEY 102, or GEY 106 is required; concurrent registration is recommended. Cr 3

GEY 101 Lab Experiences in Geology

Weekly lab sessions will focus on the basic skills of mineral identification, rock classification, and interpretation of topographic and geologic maps. Field trips to local geologic sites of interest will help illustrate rock types and geologic processes that shape our world. Traditional map, compass, and modern GPS techniques will be utilized. For K credit, registration in one of the following: GEY 100, GEY 103, or GEY 105 is required; concurrent registration is recommended. Cr 1

GEY 201 Paleogeography and Global Change

This course examines the diversity of the global rock record to understand continental, oceanic, and atmospheric origins and changes. Geochronology, geologic time scale, plate tectonics, and magneto- and bio-stratigraphy will be significant topics. Laboratories will emphasize invertebrate fossil groups from the late Precambrian to the Pleistocene. Three hours lecture, three hours lab. The course may require one three-day field trip. Prerequisite: completion of a 100-level geoscience lecture and lab. Cr. 3.

GEY 204 Crustal Deformation

The crustal rocks exposed in coastal Maine are examined. Students learn to recognize, describe, and interpret a wide variety of outcrop-scale structures. In weekly field-based labs, students will use Brunton compasses, manual and digital stereonet, outcrop mapping techniques, GPS and clay deformation devices to analyze the local geologic structure and tectonic history. Prerequisite: completion of a 100-level geoscience lecture and lab. Three hours lecture and four hours lab. Cr 5

GEY 302 Sedimentation and Stratigraphy

Students focus on the processes that produce sediments and the mechanisms by which they are eroded, transported, and deposited. By carefully examining the motifs, models, and characteristics found in the sediment composition, texture, and features in modern-day sedimentary environments, clues can be found to understanding the historical sedimentary record. Three hours lecture, three hours lab. Prerequisite: GEY 202 or permission of instructor. Cr 4.

HON 101 Race: Reflection & Reality

This course combines the basic mechanics of a college writing course with an introduction to text analysis and critical thinking. It is specifically designed to provide skills that will be used in all the Honors courses. It is highly recommended for all entering Honors students. Topics: Monsters & Metamorphoses, Race: Reflection & Reality, Exploring Maine Landscapes, Nature, Society & Self. Cr. 3.

HON 175 Oral Interpretation of Texts

A course in the assimilation and analysis of literary material (poetry, prose, drama) with

emphasis on the techniques used in reading written material aloud to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral reading, an appreciation of that literature. Prerequisite: College Writing and EYE (either may be concurrent); honors student (or permission). Students may not receive credit for both HON 175 and THE 175. Cr 3.

HON 198 Honors Dialogue

Students engage in thoughtful dialogue on a weekly topic (e.g. What is friendship? What is success? What does patriotism mean? Should gender matter?). We collaboratively examine the issue from multiple perspectives. Rather than reach consensus, the goal is for students to clarify their personal thinking and values. Emphasis is placed on questioning, listening, identifying-and-suspending assumptions, and developing shared meaning. Cr. 3.

HON 299 Honor Topics

This seminar provides an interdisciplinary introduction to scientific discourses and practices; topics vary by semester. It combines concepts and methods of inquiry from multiple disciplines such as biology, chemistry, psychology, anthropology, ecology, or history. These explorations are synthesized by students in an independent project. Students without prior honors credits are encouraged to contact the Honors Office for permission to enroll. Note: This seminar does NOT fulfill USM's Core Science requirement. Cr 3.

HON 310 Honors Global Inquiry

Each instructor selects a semester-long theme to foster world-mindedness and engage students in critical reflection on their responsibilities for informed decision making and action in their public and private roles. Prerequisite: sophomore standing (ideally 2nd semester sophomore) and honors student (or permission). Cr. 3 (Also meets Core International requirement)

HON 311 Honors Thesis I: Workshop

Each Honors student will plan and carry out a major thesis project as the final stage of Honors work. This workshop course will acquaint students with research proposal development for the project and assist them in the design and evaluation of project outlines. It will involve both group meetings and individual work with the student's project mentors. Cr 4

HON 321 Honors Directed Research

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

HON 411 Honors Thesis II

In the second semester, students independently execute the plan developed in HON 311, under the guidance of the thesis committee. The emphasis is on in depth reading, field work as applicable, and completion of the introductory thesis chapter and literature review. Note: it is possible to complete the thesis in HON 411, without proceeding to HON 412. Prerequisites: HON 311 (B- or higher grade) and Honors student (or permission). Cr. 3

HRD 200 Multicultural Human Development

This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary view of human development will be taken which considers stability as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: second-semester freshman or above. Cr 3

HTY 101 Western Civilization I

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

HTY 102 Western Civilization II

A basic survey and introduction to the heritage of Western society from early modern times to

the atomic age. Particular attention is given to the Enlightenment, the French Revolution, the rise of the industrial era, the growth of nationalism, and the World Wars. Personalities such as those of Napoleon, Hitler, and Stalin are studied. The course also introduces students to historical method. Cr 3

HTY 121 United States History to 1800

A thematic treatment of the formative period of early American history from the era of European colonial expansion to the so-called Revolution of 1800. Political, social, economic, intellectual, and institutional development provides a context for addressing the peoples, personalities, and events of the colonial and early national stages of growth of the United States and its relations with the larger world. Cr 3

HTY 122 United States History 1800 to 1900

A thematic treatment of the nineteenth-century United States and its peoples. Chronological coverage of the nation's political, social, economic, intellectual, and institutional development provides the context for addressing the personalities and events of the country and its relations with the larger world. Cr 3

HTY 123 United States History since 1900

A continuation of the treatment of the American people and nation extends coverage of political, social, economic, intellectual, institutional, and diplomatic development through the twentieth century. The events, issues, and peoples of the modern nation and their relation to the larger world are covered within the country's increasing international involvement. Cr 3

HTY 141 African American History to 1865

Topics covered in this survey course include the persistence of African culture in the Americas, the Atlantic slave trade, an in-depth analysis of slavery as it impacted women and children, and the early African American voice as found in primary sources. The course will use various forms of media in instruction and research. Cr 3

HTY 171 Traditional East Asia

The history and culture of China and Japan from earliest times to about 1700, with emphasis on the composition of the "traditional" societies. Cr 3

HTY 181 Latin America I

This survey outlines the nature of the pre-Columbian Indian civilizations, their conquest by the European powers and the creation of the Hispanic and Portuguese empires in America. Cr 3.

HTY 200 Reference, Research, and Report Writing

An introduction to research and writing, designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, taking and organizing notes, and writing and rewriting research papers and reports. History majors are strongly encouraged to take this course in the sophomore year, but no later than the first semester of the junior year. Preference to history majors. Prerequisite: sophomore status or permission. Cr 3.

HTY 334 The Holocaust: Policy, Practice, Response

An examination of the roots of anti-Semitism in European history, the development of the policy of the extermination of the Jews and others in Nazi Germany, and the implementation of the policy throughout Europe during the Second World War. The varied aspects of the response of individuals and governments to the experience of the Holocaust are also considered. Prerequisite: HTY 102. Another course in twentieth-century Europe or the United States is also recommended. Cr. 3.

HTY 352 The American Revolution

A study of the 1763-1789 period, stressing the breakdown of Anglo-American relations; American independence and its ideological underpinnings; the Revolutionary War; the postwar struggle to strike a balance between too much government and too little; and the drafting and ratification of the U.S. Constitution. Prerequisite: HTY 121 or permission. Cr. 3.

HTY 364 History of Women in the United States

A chronological survey of the evolving role of women in the development of the United States from the colonial period to the present. Cr. 3.

HTY 375 History of American Culture

This course presents selected examples of American popular arts and entertainment from 1830 to the present and places them in their historical and critical contexts. The course emphasizes that the production and transmission of culture is a reaction to social, political, and economic forces and events. 3 Cr Prerequisite: College Writing Recommended: HTY 122 or 123. Cr. 3.

HTY 394 Japan: Rise & Fall

This course will examine Japan's reaction to the challenges from the West, its reform efforts, and its ways of seeking international recognition. Japan's remarkable success gave rise to its imperialist ambition. The course will discuss when, why and how the Japanese polity and military embarked on the road to the China War and the Pacific War. Cr 3

HTY 400 Senior Seminar

The capstone to the major and required for the degree, this seminar explores the nature and the craft of history. The topic will vary but will always be a particular theme or set of issues to which the student will be expected, through discussion and writing, to apply the knowledge and skills acquired in previous history courses. Prerequisites: HTY 200 and senior status. Preference to history majors. Cr. 3.

HUM 105 Basic Photography

This course is an introduction to black and white photography, designed to help students gain understanding through "hands-on" photographic work. Lectures include classroom discussions concerning the history and aesthetics of photography, and techniques include camera and lens functions, exposure methods, basic black and white film processing, printmaking, print finishing, and presentation techniques. Cr 3

HUM 304 Writing Children's Literature: How to Craft Compelling Stories

An exploration of how real life stories, details, characters, and voices combine with images to create compelling children's stories. This course includes lecture, class discussion and writing workshops. Cr 3

HUM 325 World History and Geography I

This is the first in a series of two courses that are designed to help students develop an understanding of and an appreciation for world history and geography. The course's goal is to provide students with a humanistic background from which to better comprehend global complexities. This course will cover the period from prehistory to the age of modern expansion, from about 50,000 to 500 years ago. Prerequisite: Only students with more than 45 credits are permitted to take this course. This course has been approved by the State Department of Education for content area in secondary Social Studies. Cr.3

HUM 335 Working with Writers

This one-credit course provides training for Writing Assistants who work at the LAC Writing Center. Topics covered include basic composition theory, the Writing Center as a workplace, tutoring in digital formats, helping writers across the curriculum, and communication skills. The course prepares Writing Assistants for CRLA (College Reading and Learning Association) certification. The course may be taken three times (to align with the three levels of CRLA certification). Permission of instructor required. Cr. 1

HUM 338 Intermediate Writing Theory and Practice

This one-credit practicum provides an intermediate level examination of writing center theory and practice. It is designed to provide content and technical training for experienced Writing Center tutors. Class meetings also provide a venue for group discussion of tutoring experiences. Upon completion of the course, students are eligible for Level 3 College Reading and Language Association (CRLA) certification. Permission of instructor required. Meets 1 hour a week. Cr. 1. May be taken three times.

HUM 345 Leadership in Film

Like literature, film allows for an exploration of various themes and experiences that would not normally be available to an individual. This course seeks to capture this opportunity by seeking to understand leadership as it is presented in various films. Through the use of film, we will explore themes relating to leadership such as power, influence, oppression, ethics, service, and more. Cr 3.

ITA 101 Beginning Italian I

No description available. Cr 4

ITC 100 Introduction to Construction Management

This course is the first course in the construction management program and will introduce students to construction

management. Topics include: the scope of the construction industry, the scope of management activities, the bidding process, contracts, project stages, cost estimating, administration, operations and site management, project planning and scheduling, project monitoring, construction safety and health, and personal and company equipment. Cr 3

ITC 341 Construction Documents I

This course will present the value and importance of how construction documents define the rights of, responsibilities of, and relationships among all the parties that are necessary for the successful completion of any project. The architect/engineer (A/E), the contractor(s), and all other project participants must work within guidelines for a successful project conception through design and construction to facility management. Investigation into various documents, agreements, and conditions of contracts will be addressed. The importance of standardized document format will be emphasized. Prerequisite: ITC 100 or instructor permission. Cr 3

ITC 351 Cost Estimating

This course will train students to estimate the costs of various construction activities. Emphasis will be placed on the theory and application of the primary concepts used in the analysis and control of costs pertaining to planning, development, and managing construction operations. The major themes of the budget estimating process; the bid contract estimating process; the negotiated contract estimating process; and advanced estimating techniques will be covered in the course. Spreadsheets and commercial estimating applications will be used. Prerequisite: ITC 100 or instructor permission. Cr 3

ITP 210 Technical Writing

A basic study of techniques used in technical fields to communicate in writing. Study includes document purpose, situation analysis, style, format and production of reports, proposals, procedure sheets, technical descriptions, forms, letters, memos, and visual aids. Prerequisite: USM English and writing proficiency requirements must have been met. Prerequisite: College Writing or equivalent. Cr 3.

ITP 230 Project Management

This course will present a structured analysis of planning, organizing, directing, controlling, and monitoring resources related to completing a set of well-defined tasks. In this course, significant effort will be devoted to understanding the relationship between technology and human resources, and the demands placed on both as they interact. Also covered will be use of computer-based tools in the management of projects. Cr 3

ITP 250 Management Information Systems

This course will serve as an introduction to management information systems in areas such as: decision support systems, resource and human resource management, enterprise resource planning, supply chain management, customer relationship management, project management, and records management. Topics covered will include but are not limited to: systems analysis, system modeling and design, data acquisition, security, and maintenance. Cr 3.

ITP 280 Industrial Organization, Management, and Supervision

An introduction to industrial organization and management. A study of the common elements of industry as it relates to the areas of research and development; industrial relations; production; financial control; marketing; and labor. Management and supervisory theory and practices will be highlighted. Emphasis will also be placed upon contemporary issues/problems/trends associated with a global economy. Cr 3.

ITP 330 Production Control

Lectures, discussions, and problems dealing with the principles and practices of production and inventory control. Study includes information flow, forecasting, scheduling, capacity planning, material requirements planning, shop floor control, economic order quantities, order point analysis, ABC analysis, line balancing, project scheduling and just-in-time techniques. Prerequisite: basic math competency. Cr 3

ITP 340 Fundamentals of Quality

An overview addressing fundamental concepts and principles of quality control applied to manufacturing and service sector industries. Major topics include theory and application of qualitative and quantitative tools and techniques as well as quality awards and

standards. Specific topics include foundations of quality, planning tools, traditional tools, variability, process set-up verification, pre-control, SPC process capability analysis, acceptance sampling, and quality awards. The methodology, materials, and processes associated with solving problems, and working in teams to improve quality will be the primary focus of the course. Prerequisite: math proficiency or instructor permission. Cr 3

ITT 381 Human Resource Development in Industry

An introduction to the development of human resources in industrial settings. Students are introduced to the organizational environment and the various functions of human resource management. Topics covered include human resource developments and requirements, training and development, compensation management, job analysis and classification, employee management relations, and other pertinent functions. Students become involved in career development for possible preparation of a portfolio of their prior learning and work experience. Cr 3

ITS 320 Occupational Safety and Health

This introductory course provides input into the importance of safety and health in the workplace. Emphasis will be placed on the worker, his or her work environment including such special emphasis as OSHA and other regulatory agencies, hygiene, hazard identification, machine safeguarding, hazardous waste, loss control, and other major concern areas. The course includes the necessary topic areas required by OSHA’s 30 hour card program. Upon satisfactory completion of this course, the student will receive the OSHA 30 hour card which is directly issued through OSHA’s training unit. Cr 3

ITT 181 Computer Applications & Concepts

An introduction to current and emerging computer applications. The course includes an overview of basic computer hardware and operating system, file management, and general application software. Emphasis is on computer terms, concepts, and the integration of activities, including operating system functions, word processing, spreadsheets, databases, graphics, and communication. Lecture and lab. Cr 3

ITT 221 Power and Energy Processing

A technical investigation into energy converters and transactional power systems. Course emphasis is on mechanical and electrical power transmission systems and their applications to modern technology and industrial equipment. Cr 3

ITT 241 Information & Communication Technologies

In the pursuit of digital literacy, students enrolled in this course will participate in designing and creating a broad diversity of introductory hands-on digital projects, apply communications strategies, perform collaborative tasks, implement digital workflows, and formulate proposals and presentations as related to course assignments, readings, lecture topics, discussions, demonstrations, and technological analysis for both established and emerging Information and Communication Technologies. This course provides students with a balance of practical knowledge and advanced technology skills, as well as theoretical foundations to thrive in the digital world. Lecture and lab. Offered fall semester only. Cr 3

ITT 270 Introduction to Computer Hardware

The goal of this course is to introduce the hardware components, and their respective functions, of microcomputer systems. Activities address the specification, assembly, upgrading, and maintenance of microcomputers. Assignments may include readings of articles and Web-based documents, discussions, tours, and hands-on activities dealing with microcomputer hardware. A basic proficiency with personal computers is assumed. Offered on a two-year fall rotation. Cr 3.

ITT 272 Introduction to Computer Networking

The goal of this course is to develop an understanding of computer networks and provide basic background necessary for their construction and maintenance. It consists of readings, discussions, tours, and hands-on activities dealing with the structure, hardware, software, and protocols that make up computer networks. Prerequisite: ITT 181 or instructor permission. Cr 3

ITT 281 Internet Web Site Development

This course develops a basic understanding of and skill in the design, development, and maintenance of Web sites. Topics include Internet fundamentals, Web site design methods, HTML, cascading style sheets, HTML editors, FTP, site maintenance, intellectual property issues, and working with clients. Students will develop sample Web and associated design documents, and maintain a Web site on a server. It is assumed that students will have a working knowledge of personal computers. Cr 3

ITT 282 Computer-Aided Design

An introduction to computer-aided design systems and their relationship to design, drafting, production, and documentation processes. Emphasis is on understanding and utilizing computer-aided design (CAD) hardware and software. The course focuses on basic 2D and 3D functions as they generally apply to computer-aided design applications. Lecture and lab. Prerequisites: computer proficiency and interpretation of technical drawings. Prerequisite: ITT 181 or instructor permission. Cr 3

ITT 311 Telecommunications

An introduction to contemporary telecommunications hardware and applications. Emphasis includes state-of-the-art transmission media such as copper, fiber-optic, and wireless technologies including microwave, radio frequency, and infrared. Additional topics may include: classification of data networks; communications systems parameters such as bandwidth, serial parallel, analog and digital; modulation and multiplexing schemes; and the convergence of data, video, and voice networks. Prerequisite: ITT 181 or instructor permission. Cr 3

ITT 344 Digital Video and Animation Technologies

This course surveys the fundamentals of digital video and animation. A focus on the application of recognized workflows and contemporary processes; and exploring emerging digital technologies for electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Topics include established systems and emerging technologies for motion analysis, image processing, codecs, compression rates, and output technologies for image sharing on the Internet and cross-media; and the effect of optical illusion of motion due to the phenomenon of persistence of vision, and the methods of presenting animation is as a motion for visualizations and gaming. Prerequisite: ITT 231 or instructor permission. Lecture and lab Cr 3.

ITT 373 Intermediate Computer Networking

The goal of this course is to build upon and further the understanding of computer networks. Activities address the detailed construction, upgrade designs, and maintenance of both large and small networks. Assignments may include readings of articles and Web-based documents, discussions, tours, and hands-on activities dealing with structure, hardware, software, security, and protocols that make up modern computer networks. Prerequisite: ITT 272 (or ITT/TCE 370) or instructor permission. Cr 3.

ITT 425 Applied Process Control Engineering

A study of concepts, devices, and applications of electronic controllers and input/output components used to automate cutting edge equipment. Hands-on laboratory sessions focus on instrumentation, writing programmable logic controller programs based on an equipment operating specification, downloading, and interfacing discrete real world input / output devices to Allen Bradley programmable logic controllers. Prerequisites: ITT 181, ITT 221, ITT 323 or instructor permission. Offered fall semester only. Cr 3.

ITT 444 Digital Imaging Technologies

In the pursuit of digital literacy, students enrolled in this course will capture images, manipulate images, and create digital photography portfolios through advanced activities with an emphasis on the fundamentals and application of best practices for image selection, lighting, and capture; creating color management profiles for digital cameras; the calibration of imaging technologies; and calibration related output and presentation devices. Students will apply color management strategies, perform collaborative tasks, implement digital color workflows, and prepare and manage digital archives as related to course assignments, readings, lecture topics, discussions, demonstrations, and technological analysis for both established and emerging Digital Imaging Technologies. This course provides students

with a balance of practical knowledge and advanced technology skills, as well as theoretical foundations to thrive in the digital world. Students should have appropriate computer skills to enroll in an advanced technology course. Lecture and lab Cr 3.

LAC 112 Microsoft Excel

This course uses a problem-solving approach to electronic spreadsheets. It satisfies the LOS major’s requirement and should follow the LAC 150 introductory course. Students will learn advanced data analysis, formulas, and create graphs to interpret the data. This course should be completed prior to taking the financial management, economics, or budgeting course. Prerequisite: LAC 150 or equivalent. Cr 1

LAC 114 PowerPoint

This computer program allows users an electronic means of giving presentations to groups of people. Students will learn how to create electronic slides using written, graphic, and sound materials. The slides can then be formatted in several different ways: 35 mm slides, overhead transparencies, and handouts. Students who have to give presentations to classes or who are considering careers in teaching, marketing, or public relations fields should consider this course. Cr 1

LAC 188 College & Career Success

The focus of the course is on self, learning and career exploration and the critical role of personal decision making in identifying and pursuing strengths, interests, and areas for growth. Students will learn to understand their own decision making process and the factors that influence that process. Course activities will include assessments of self, assessments of interest, and explorations of academic life and career. This course provides students with the opportunity and tools for taking enhanced control of their academic learning process. Throughout the course, students will be introduced to resources and support systems to help maximize the University experience and create an intentional career path. Cr 3.

LAC 269 Exploring Careers, Choosing Life Roles

In this mid-level course in the career development series, students relate self-knowledge to career and life roles, with an emphasis on gaining and managing career information; learning various career and life decision-making strategies; and communicating formative academic, co-curricular, and professional experiences in such formats as accomplishment statements and informal interviews. Offered fall, spring, summer. Cr 1.5.

LAC 413 Job Search Skills for the 21st Century

In this final course in the career development series, students assume active agency in career planning through learning how to market themselves to prospective employers. They learn to create and use the tools needed for career placement, such as cover letters, resumes, and interviews. Prerequisite: LAC 269. Offered fall, spring, summer. Cr 1.5.

LAE 200 Education in the US with Field Experience

This course combines an introduction to the study of education in the United States and the examination of its historical perspectives. The course introduces the student to the relationship between schools and society while developing the student's personal philosophy of education. A two-and-a-half hour per week field experience component allows the student to acquire a better understanding of the teaching profession in a school setting. Cr 4

LAE 320 Applied Skills of Teaching & Learning

This course introduces students to current research in the field of learning theory and practice and presents various ways of knowing and teaching including neurological brain based learning theories, multiple intelligence theory, perceptual perspectives, emotional and social intelligence theories, and differentiated instruction. Students will learn how to motivate students and structure learning experiences with best practices. A major focus is how students develop concepts and build knowledge through exemplary lesson and unit planning and delivery, including the curricular, instructional, and assessment choices educators make. Other foci will include classroom management and teacher-student interactions. The overall goal of the course is to help create educational leaders with a basic knowledge of educational theory and related best practices, who have the potential to transform educational practice in the field of learning and teaching. Cr. 4.

LAE 391 Math in Early Childhood Education

No description available. Cr 3

LAE 402 Teaching English in Grades 7-12

This course focuses on ways to organize and teach English classes at the middle school and

high school levels based upon current research in literacy and national and state standards in English Language Arts. Various strategies involved in designing and managing a student centered literacy program will be presented. Different theories for teaching English will serve as a backdrop for creating classroom activities that connect the literature to the students' lives. The writing process and the reading-writing connection will be emphasized to assess and enhance both literacy and learning. Prerequisites: Open to matriculated students in USM's teacher education programs. Cr 3.

LAE 404 Teaching Social Studies in Grades 7-12

This course is designed to prepare students for best practices in 7-12 social studies instruction. Students will understand the goals of secondary social studies education, as well as the guiding principles and strands of the discipline. The course framework is built on the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the 7-12 strands of the Maine Learning Results for Social Studies. Students will learn how to promote diverse children's proficiency in state standards by implementing multiple strategies. Prerequisites: Open to matriculated students in USM's teacher education programs. Cr 3.

LAE 405 Teaching Mathematics in Grades K-8

This course, intended for those preparing to be K-8 teachers, provides experiences to develop, critique, and apply knowledge, skills, and research findings in mathematics, pedagogy, and mathematical learning theory in elementary and middle school classrooms. Major areas of focus include learning and assessment of all children, instruction to support all students' mathematical understanding, reasoning, communication, and collaboration; standards (national, state, and local); content integration; resources; issues; and the discipline's philosophical framework. Prerequisites: Open to matriculated students in USM's teacher education programs. Cr 3.

LAE 452 Teaching Science in Grades K-8

This course has an interactive laboratory and field-based approach that models the teaching and learning of science at the elementary and middle school levels. The emphasis is on content, process, and methodology. The course framework is built on the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the National Educational Technology Standards for Teachers (NETS-T), and the Maine State Standards for Science and Technology with specific attention to the K-8 grade level strands. Students will learn how to promote diverse children's proficiency in state standards by implementing multiple strategies to support scientific understanding of systems in the natural and designed world. Prerequisites: Open to matriculated students in USM's teacher education programs. Cr 3.

LCC 110 College Writing: Language and Literacies

This entry-phase, first-tier writing instruction course introduces students to one or more themes of the Core curriculum. It emphasizes the connections between reading and writing, and students learn how thinking and the language that conveys it develop and change through the process of drafting, revising, editing, and proofreading. The course introduces students to the conventions of expository academic writing and links to co-curricular activities of the Core. (Note that some students are also required to concurrently take the 1-credit companion course, LCC 111.) Cr 3

LCC 123 College and Community I

This entry phase course introduces students to the promise and possibilities of USM LAC's interdisciplinary, writing-intensive, and student-centered culture. Students will consider the relevance the four themes of the Lewiston Common Core (justice, sustainability, democracy and difference) have to their future lives. Students link their own "stories" -- what has brought them to this point in their personal, academic, and professional lives -- with the habits of mind needed for success in college, career, and global citizenship. Cr 3

LCC 150 Statistics for Informed Decision Making

This course introduces and applies quantitative analyses to address real world questions. It applies descriptive statistics, sampling and significance testing, correlation, and regression analysis to issues related to the four themes of the Core. The course provides the opportunity to interpret and analyze statistical decision making, and identifies data misconceptions and misuses. Cr 3

LCC 200 Creative Critical Inquiry into Modern Life

This writing instruction course introduces students to criteria for identifying and

constructing well-reasoned arguments, fosters the discovery and use of students' critical/analytical voice in their writing, and develops skills for incorporating, interpreting and integrating the views of others. It provides the opportunity to refine critical thinking abilities by analyzing everyday life experience, including how culture shapes our sense of reality and ourselves. The course highlights the importance of generating good questions and tolerating ambiguity when seeking to understand complex issues. Prerequisite: College Writing. Cr 4

LCC 220 US Democracy: Origins and Development

In this course, students consider the convergence of cultures, events, and ideas that led to the founding of the United States as a republic up to 1877. The course explores the basic structure of the U.S. system of government, the primary political philosophies that undergird it, and past efforts made to remedy injustices that ran counter to the ideals of democracy. Cr 3

LCC 230 Environmental Science, Policy & Sustainability with Lab

This course presents a multidisciplinary survey of the scientific principles underlying energy utilization, nutrient cycles, global warming, population, and natural resource policy and management. The lectures will be comprised of Socratic interactions and group discussions relating regional, national, and global components that encompass ecology, economics, politics, and social endeavors. This course includes a laboratory involving field and lab work and service learning efforts. Cr 4

LCC 250 Thinking about the Arts, Thinking through the Arts

This course explores the tools and strategies important in the interpretation of literature and the arts and encourages an appreciation of the role of literature and the arts in social, political, and cultural life. It promotes understanding of and appreciation for the creative expression of shared cultural beliefs in various historical periods of cultures around the world and examines literature and the arts as potential critiques of culture. Co-curricular opportunities are included, especially in connection or conjunction with the Atrium Gallery. Cr 3

LCC 370 Toward a Global Ethics

This writing instruction course assists students in articulating and assessing their own values. It examines the range of ethical theories and positions and explores the influence of particular cultural ideologies on ethical beliefs. The course considers the ethical principles implied by democracy, sustainability, justice, and difference. It examines ethical issues and dilemmas faced by individuals, organizations, and nations while exploring personal and collective decision-making processes in a global context. Prerequisite: College Writing. Cr 4

LIN 105 Contrastive Analysis: ASL and English

This course examines the major linguistic features of ASL and English. Students will gain an understanding of the basic similarities, and differences in morphology, phonology, syntax, semantics and pragmatics, as well as the values, beliefs, and norms of the Deaf and non-Deaf communities. Some knowledge of ASL is recommended, but not required. Cr 3

LIN 185 Language, Mind, and Society

This course approaches language as a biological and psychological phenomenon central to an adequate understanding of human nature. It deals with linguistic questions concerning the grammars of natural languages and how these may vary across cultures and across time, but also with questions about how the human mind and brain both provide for and constrain linguistic ability. The course also addresses questions about how language develops in the child, how it deteriorates under the influence of disease and injury, how it evolved in the history of the species, and what functions it plays in human life. The course does not assume any background in linguistics or foreign languages. Cr 3

LIN 211 Anatomy and Physiology of the Speech and Hearing Mechanism

The basic principles of the structure and function of the neuromuscular mechanism necessary for spoken language will be presented. These include six major topics: respiration, phonation, articulation, resonance, the nervous system, and the auditory system. Mastering these fundamentals will enable students to better understand normal and pathological processes involved in the production and reception of speech.

Prerequisite: grade of at least B in LIN 185 or permission of instructor. Cr 3.

LIN 213 Introduction to Audiology
This course examines the anatomy, physiology, and function of the auditory system, focusing on the central auditory nervous system relevant to speech pathologists with an interest in speech perception and central auditory processing. This course provides the foundation for understanding certain aspects of aural rehabilitation and diagnosis of auditory pathology. Examples of brain pathology will be utilized. Prerequisite: LIN 211 or permission of instructor. Cr 3

LIN 236 Not Yet Ready for Prime Time Interpreter
This course is designed to provide a safe and systematic way for students in the ASL/English Interpreting Concentration to gain experience in the actual practice of interpreting. Students will practice interpreting at community events as members of a team that will include trained consumers acting in a mentorship role. This course is a one-credit pass/fail offering and may be repeated for credit. Cr 1

LIN 310 Signs of Language in the Brain
This course looks at language as a capacity of the human brain. Models of language breakdown for spoken languages are reviewed, and the remainder of the course focuses upon signed language aphasia, the effects of Parkinson’s disease on articulation and motor planning, and how spatial and attentional deficits caused by right hemisphere damage affect the processing and production of signing. Prerequisite: grade of at least B in LIN 185. Cr 3

LIN 311 Phonetics
An introduction to speech sounds, covering the basic elements of articulatory and acoustic phonetics and of speech perception. The course also reviews the process by which infants come to be competent at perceiving and producing the sounds of their native language. Topics discussed will also include the contributions of selected brain regions to the use of sounds and the cross-linguistic variation in sounds. Prerequisite: grade of at least B in LIN 185. Cr 3.

LIN 313 Syntax
This is an introduction to the role of sentences and sentence structure in natural language. The course addresses the questions: What makes a particular string of words usable as a sentence? Why are some strings acceptable while others are not? What is the nature of the knowledge humans bring to the process of forming and interpreting sentences? How is this knowledge acquired? Why is the ability to produce and understand well-formed sentences disrupted by injury to specific brain regions? How and why do the sentence patterns that are typical of a language community change over time? Prerequisite: B or better in LIN 185. Cr 3

LIN 314 Semantics
An introduction to the study of meaning in natural language. The course explores questions about the nature of meanings and how they are related to minds. Another concern is the relation between words and sentences, on one hand, and the objects, events and relations we experience in the world, on the other. How are words linked to things in the world? How do words refer or describe? What is it for a sentence to be true? Prerequisite: B or better in LIN 185. Cr 3.

LIN 332 Consecutive Interpreting and Deaf/Hearing Interpreter Teams
This course covers the mechanics and psycholinguistics of the consecutive interpreting process, as well as hands-on training in the consecutive method for both Deaf and hearing interpreters. Consecutive interpreting will be taught in the context of a variety of typical interpreting situations as well as situations involving special populations. Prerequisite: LIN 331. Cr 3

LIN 333 Interpreting: Source Language ASL
Students focus on interpreting from ASL into English with emphasis on word choice, register, and affect. The interpreting process is dissected, examined, and practiced. With permission of instructor, this course may be repeated once with an added component of journaling observations of working interpreters using a Demand-Control Schema for analysis. May be repeated once for credit with permission of instructor. Prerequisite: LIN 331. Cr 3

LIN 334 Interpreting: Source Language English
Interpreting students study interpretation from English into ASL. Emphasis is placed upon appropriate sign choice, register, and affect. The interpreting process is dissected, examined, and practiced. With permission of instructor, this course may be repeated once with an added component of journaling observations of working interpreters using a Demand-Control Schema for analysis. Course may be repeated once for credit with permission of instructor. Prerequisite: LIN 331. Cr 3

LIN 401 Foundations of Interpreting I
The first module of the Foundations of Interpreting Series introduces the Integrated Model of Interpreting (IMI). Participants learn what constitutes a message and how goal, affect, culture, and sociolinguistic factors influence understanding of that message. Graduated ASL texts and collaborative analysis protocols allow students to develop tools for understanding and improving their interpretation processes and developing the language necessary to discuss the interpreting task. Brief source texts on topics related to the Deaf community are presented live in ASL. Students are encouraged to allow a consecutive mode that allows for extended processing time. Prerequisite: ASL 201 or permission of instructor. Cr 1.

LIN 402 Foundations of Interpreting II
The second module of the Foundations of Interpreting Series continues the development of the Integrated Model of Interpreting (IMI). Consecutive interpreting will be used for all practice activities. Analysis criteria are expanded to include register and perspective. Focus is placed upon decision-making regarding appropriate retention versus release of form. Activities are expanded to include back translation exercises and collaborative construction of target texts. Brief source texts in English cover highly familiar topics. Prerequisite: LIN 401. Cr 1.

LOS 250 Organizational Accounting
This course will introduce students to the basic concepts of accounting that they will need to understand financial processes in private, public, and not-for-profit organizations. Cr 3

LOS 299 Writing in the Major
This lab is designed to be taken in conjunction with LOS 300 and is required of all LOS majors. Cr 1

LOS 300 Organizational Theory
This course provides an overview of organizational dynamics. Current organizational issues are analyzed using structural, human resource, cultural, and political frameworks and the case method. Issues include leadership, organizational design, planning, change, decision making, communication, and control. A good course for students interested in how organizations work. Cr 4

LOS/SBS 301 Group Dynamics
This course gives students an understanding of how people behave in groups and the skills needed by group members to participate effectively in group activities. It provides a theoretical foundation for how groups function, with focus on group process and development; and it discusses how these theories can be applied to a wide range of group settings. Uses experiential techniques to help students develop critical skills and understanding of group dynamics. Cr 3

LOS 302 Organizational Behavior
This course examines human behavior in organizations: individual, group, and organizational processes that impact workplace behaviors and organizational life. The focus is on understanding factors that contribute to organizational effectiveness and the major challenges facing organizations today. We will cover topics such as individual and organizational learning, individual values and motivation; interpersonal communication and work team dynamics, leadership and emotional intelligence, power and influence, organizational culture and change. Students will engage in experiential and skill-building activities and apply conceptual frameworks to their real-life work experiences. Cr 3

LOS 312 Human Resource Management
This course focuses on the procedures and processes associated with the management of human resources within organizations. Topics include recruitment, staff development, job analysis, personnel systems, and training. Cr 3

LOS/SBS 329 Research Methods
This course is an introduction to quantitative and qualitative research methods which can be used in organizational planning and decision

making and in the social and behavioral sciences. The course will cover topic areas related to the application of appropriate methods of inquiry and includes completion of an applied project. Strongly recommended for students going on to graduate school, careers in consulting, or human resource management. Prerequisite: LCC 150. Cr 3

LOS 333 Portfolio Development
This Portfolio Development course is offered to the adult learner who is preparing a competency based, experiential, academic portfolio, documenting their college-level knowledge, competencies, and abilities. This course supports students in improving the skills and knowledge needed to document and communicate their prior learning in the area of leadership and organizational studies. At the end of the course, students submit a completed academic portfolio for assessment to USM’s Office of Prior Learning for possible additional credits. Cr 3. Prerequisites: College writing or the equivalent, leadership LOS 350 either concurrently or completed, resume submission, and subsequent permission by instructor. Cr 3

LOS 345 Leadership and Film
Like literature, film allows for an exploration of various themes and experiences that would not normally be available to an individual. This course seeks to capture this opportunity by seeking to understand leadership as it is presented in various films. Through the use of film, we will explore themes relating to leadership such as power, influence, oppression, ethics, service, and more. Cr 3

LOS 350 Leadership
This course examines the theory, research, techniques, and challenges of leadership in organizations. Organizational culture is studied with emphasis on the leader’s role in influencing and decision making. An experiential design is used along with traditional classroom techniques to help students reflect upon their personal leadership styles and examine their approaches to leading and managing others in diverse organizational settings. Cr 3

LOS 369 Exploring Careers, Choosing Life Roles
In this mid-level course in the career development series, students relate self-knowledge to career and life roles, with an emphasis on gaining and managing career information; learning various career and life decision-making strategies; and communicating formative academic, co-curricular, and professional experiences in such formats as accomplishment statements and informal interviews. Prerequisite: LCC 123 or LCC 345. Cr 1.5.

LOS 430 Applied Social Policy
This course explores the theory, research, and processes of leading, managing, and adapting to organizational change. Case studies and experiential learning are used to examine the effectiveness of change efforts and their impact on the group and individual. Cr 3.

LOS 440 Organizational Change and Development
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. Prerequisite: successful completion of the University's college readiness requirement in mathematics.

LSH 240 Introducing the Humanities
This course examines the origins, development, and future of the humanities through the texts and methods of the following disciplines: classics, history, literary studies, philosophy, religion and the Arts. Prerequisites: EYE and College Writing Cr 3.

LSH 340 Topics in the Humanities
Consideration of selected problems, approaches, issues or themes in the humanities. May be repeated for credit. Prerequisite: LSH 240 or permission of the instructor Cr 3.

MAT 009 Developmental Mathematics
A review of fundamental topics of arithmetic needed for a study of algebra. This course will cover the following topics: addition, subtraction, multiplication, and division of fractions; use of decimals and percent; estimation; addition, subtraction, multiplication, and division of real numbers; exponents; order of arithmetic operations; distributive property; combining like terms; substitution to evaluate expressions and formulas; grouping symbols; addition and multiplication principle; formulas; sets;

solving equations with fractions; translating English phrases into algebraic expressions; and solving word problems using geometric formulas. Successful completion of the course and the course exit exam at a C level (75%) or higher is required. Credit earned in MAT 009 does not apply or accumulate toward any degree program nor contributes to the GPA at the University of Southern Maine. After successful completion of MAT 009, students must then complete MAT 101 (College Readiness Mathematics) to fully meet college readiness in mathematics or place out of the math college readiness courses via a retake of the math placement exam. Cr 3

MAT 101 College Readiness Mathematics
This course reviews and reinforces the basic arithmetic and algebra skills and concepts needed for entry into the University’s general education pathways. The course is based on student learning outcomes and uses mastery learning pedagogy. A grade of C- or better is needed to meet the University’s mathematics readiness requirement. Prerequisites: MAT 009 or appropriate University placement test score. Cr 4

MAT 105 Mathematics for Quantitative Decision Making
This is an introductory course in quantitative literacy that, through lecture and lab, emphasizes critical thinking, mathematical reasoning, and technological tools. Topics are selected to develop an awareness of the utility of mathematics in life and to instill an appreciation of the scope and nature of its decision making potential. Prerequisite: successful completion of the University’s college readiness requirement in mathematics. Cr 4

MAT 108 College Algebra
A more in-depth study of the topics introduced in MAT 101B. The emphasis will be on the study of functions (polynomial, rational, logarithmic, exponential) and their graphs. Additional topics may include matrices, sequences, counting techniques, and probability. Through the activity-based lab component, applications and modeling will be stressed. Prerequisite: Successful completion of the University’s college readiness requirement in mathematics. Cr 4

MAT 120 Introduction to Statistics
An introduction to probability and statistics through lecture and lab. Particular topics include random variables and their distributions, methods of descriptive statistics, estimation and hypothesis testing, regression, and correlation. Prerequisite: successful completion of the University’s college readiness requirement in mathematics. Cr 4

MAT 131 Number Systems for Elementary Teachers
This is the first course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Major emphasis is placed on an intuitive approach to the real number system and its subsystems. Prerequisite: successful completion of the University's college readiness requirement in mathematics. Cr. 3.

MAT 140 Pre-Calculus Mathematics
A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisites: successful completion of the University’s college readiness requirement in mathematics and two years of high school algebra or MAT 108. Cr 3

MAT 145 Discrete Mathematics I
This course is an introduction to discrete mathematics necessary for a study of computer science. Topics will include a study of functions, sets, basic logic systems, and combinatorics. Prerequisite: MAT 108 or permission of instructor. Cr 3

MAT 148 Applied Calculus
An introduction to limits and differential and integral calculus of algebraic and transcendental functions of one variable. Applications of derivatives and definite integrals with an emphasis on problems from the fields of technology will be introduced. Graphing calculators and computer technology will be used when appropriate. Prerequisite: MAT 140. Cr 3

MAT 152 Calculus A
The first course in a three-semester sequence covering basic calculus of real variables, Calculus A introduces the concept of limit and applies it to the definition of derivative and integral of a function of one variable. The rules

of differentiation and properties of the integral are emphasized, as well as applications of the derivative and integral. This course will usually include an introduction to the transcendental functions and some use of a computer algebra system. Prerequisite: successful completion of the University’s college readiness requirement in mathematics and two years of high school algebra plus geometry and trigonometry or MAT 140. Cr 4

MAT 153 Calculus B
The second course in a three-semester sequence covering basic calculus of real variables, Calculus B usually includes techniques of integration, indeterminate forms and L’Hopital’s Rule, improper integrals, infinite series, conic sections, parametric equations, and polar coordinates. Prerequisite: MAT 152. Cr 4

MAT 210 Business Statistics
This course investigates graphical and numerical methods of descriptive statistics; basic probability; discrete and continuous random variables and their distributions (binomial, hypergeometric, Poisson, uniform, exponential, and normal); sampling distributions; estimation; tests of hypotheses; and other selected topics. Applications will be chosen primarily from business. Prerequisite: MAT 108 (may be taken concurrently). Cr 4

MAT 220 Statistics for the Biological Sciences
This course treats basic statistical methods as applied to the biological sciences. The topics emphasized are descriptive statistics, discrete and continuous distributions, statistical estimation, hypothesis testing procedures, chi-square methods (goodness of fit and two-way tables), analysis of variance, and simple and multiple regression. Students will use at least one computer-based statistical package. Prerequisite: MAT 152. Cr 4

MAT 232 Geometry for Elementary Teachers
The third course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon constructions, congruence, parallelism, and similarity. Direct and indirect methods of proof are studied, but the main approach is intuitive. Prerequisite: MAT 131. Cr 3

MAT 252 Calculus C
The third course in a three-semester sequence covering basic calculus of real variables, Calculus C includes vectors, curves and surfaces in space, multivariate calculus, and vector analysis. Prerequisite: MAT 153. Cr 4

MAT 264 Statistical Software Packages
This course will use statistical packages such as SAS and MINITAB to introduce commonly used statistical methods in a non-theoretical manner. Particular topics might include summary measures, calculation of probabilities associated with various discrete and continuous distributions, confidence intervals and hypothesis testing, analysis of variance, regression, and various non-parametric methods. Some of these methods will be used to analyze real data collected during previous faculty consulting projects. Prerequisite: Department permission. Cr. 3.

MAT 281 Introduction to Probability
This course will cover basic concepts of probability, including discrete and continuous random variables and their distributions, moment generating functions, and bivariate random variables and their distributions. Some basic sampling distributions will also be discussed. Prerequisite: MAT 153. Cr 3

MAT 290 Foundations of Mathematics
Selected topics in set theory, symbolic logic, and methods of proofs needed in more advanced mathematics courses. Prerequisite: consent of the Department chair. Cr 4

MAT 295 Linear Algebra
An introduction to the theory of vector spaces and linear transformations. Particular topics will include the study of systems of linear equations, matrices, determinants, Euclidean vector spaces, inner product spaces, and theory of diagonalization. Students will use a computer algebra system for projects. Prerequisite: MAT 153. Cr 4

MAT 352 Real Analysis
Limits, continuity, differentiation and integration of functions of one or more real variables, infinite series, uniform convergence, and other selected topics. Prerequisites: MAT 252 and MAT 290 or permission of the instructor. Cr 3.

MAT 392 Theory of Numbers

Basic course in number theory, including such topics as divisibility properties of integers, prime numbers, congruence, multiplicative number theoretic functions, and continued fractions. Prerequisite: MAT 290 or permission of the instructor. Cr 3.

MAT 399 Topics

Contact Department for course description.

MEE 150 Applied Mechanics: Statistics

A study of force systems and equilibrium, structural models, friction, distributed forces. Designed to develop the ability to analyze and solve engineering problems. Prerequisites: MAT 152, PHY 121. Lecture 3 hrs. Cr 3

MEE 251 Strength of Materials

Normal and shear stress and strain in structural members under axial, torsion, bending and transverse loadings, calculation of combined stresses, transformation of stress and principal values of stress and strain, deflection of beams. Prerequisites: MEE 150, MAT 153. Lecture 3 hrs., Lab. 1 hr. (Spring.) Cr 3.

MEE 259 Statics and Strength of Materials Laboratory

Exploration of theory and applications of statics and strength of materials in the laboratory. Co-requisite: MEE251. Cr. 1.

MEE 352 Analysis and Design of Composite Structures

Advantages and limitations of composite materials, fibers and matrices, anisotropic, orthotropic and transversely isotropic materials, fabrication processes of composites, axial deformation and bending of sandwich beams and reinforced concrete, elastic behavior and strength of unidirectional lamina, elastic constants of a lamina along an arbitrary direction, elastic behavior of multidirectional laminate, failure criteria of laminates, joining and assembly, case studies, mechanical test methods, experimental determination of engineering constants of composites, computer-aided analysis and design of composite structures. Mechanical engineering elective. Prerequisites: MEE 251, MAT 252. Lecture 3 hrs., Lab 1 hr. Cr 3.

MEE 360 Fluid Mechanics

Fluid statics, fluid kinematics, Bernoulli equation, energy equation, viscosity, control volume analysis, differential analysis, dimensional analysis, laminar flow and turbulent flow, internal flow, external flow, boundary layers, lift and drag, numerical method, computational fluid dynamics, turbomachinery. Includes computer simulations and experiments. Prerequisites: MEE 270, EGN 248. Lec. 3hrs, Lab. 1hr. Cr 3.

MEE 372 Computer-Aided Design of Machine Elements

The design of mechanical components, including shafts, screws, fasteners, springs, bearings, and gears and gear trains. Use of computer analysis and design tools. This course also covers solid modeling of machine components, prototyping, creation of assemblies, and engineering drawings and materials selection. Lab: Introduction to hydraulic, pneumatic, and electrically driven systems. Introduction to programmable controllers. Student design project. Prerequisites: MEE 251, MEE 270. Lecture 3 hrs. Lab. 2 hrs. Cr 4

MEE 374 Theory and Applications of Vibrations

Free undamped and damped vibrations of one degree of freedom (DOF) systems, forced vibrations of one DOF systems with harmonic and non-harmonic excitations, resonance, free vibrations of multi DOF systems, mode shapes, forced vibrations of multi DOF systems and dynamic vibration absorber. Includes experiments and computer simulations. Mechanical engineering elective. Prerequisite: ELE 217. Lecture 3 hrs., Lab. 1 hr. Cr 3.

MIS 201 Leadership Laboratory

No description available. Cr 1

MIS 213 Introduction to ROTC

No description available. Cr 2

MIS 301 Self/Team Development

No description available. Cr 3

MIS 302 Self/Team Development II

No description available. Cr 3

MIS 401 Leading Small Organization I

No description available. Cr 3

MIS 411 Leadership & Management

No description available. Cr 3

MIS 412 Leadership & Management I

No description available. Cr 3

MPH 400 Intro to Public Health

No description available. Cr 3

MPH 425 American Health System

Introduces students to the organization, financing, and management of the American healthcare and public health systems and the dynamic changes that are affecting health organizations as a result of market-based and policy forces. Students develop an understanding of: (1) the key components of healthcare and public health, (2) how organizations and systems are financed, regulated, and managed in a dynamic market and policy environment, (3) the changing role of population health and public health systems, and (4) the efficiency, effectiveness and equity of health services. Cr 3

MUE 110 Professional Seminar I

Provides a professional community for emerging music educators. Students will complete fieldwork, interact with field specialists and practitioners, study emerging topics and contemporary practices in music education. Student will begin to develop their professional portfolios. Co-requisite: MUE 111 Philosophical and Historical Contexts for Music Education. Cr 1

MUE 111 Professional Foundations for Music Education

The course will survey the cultural and historical contexts of American music education and the philosophies that underpin its practice. Issues of arts advocacy will also be addressed. Cr 2

MUE 112 Percussion Techniques

Practical experience on and methods of teaching percussion instruments. Cr 1

MUE 311 Research & Evaluation in Music Education

The course will introduce philosophical, historical, descriptive, correlational, causal-comparative, experimental, and arts based research methods as utilized in music education contexts. Students will develop skills to facilitate formalize inquiry including student assessment and program evaluation. Prerequisite: MUE 250 ProSeminar IV. Co-requisite: MUE 310 ProSeminar V. Cr 2

MUE 312 Teaching Instrumental Music PK-12

The course will acquaint students with methods and procedures of teaching instrumental music in grades PK-12. Teaching techniques and methods, rehearsal techniques, ensemble literature, program administration and organization, recruiting, budgets, public relations, advocacy, ensemble literature, scheduling and performance will be addressed. Prerequisite: MUE 250 ProSeminar IV. Co-requisite MUE 310 ProSeminar V. Cr 2

MUE 313 Instrumental Conducting

Advanced development of non-verbal gestures through the art of instrumental conducting. Score reading analysis, rehearsal techniques and performance preparation. Prerequisite: MUT 244. Cr 2

MUE 314 Guitar Techniques

An introduction to basic guitar skills. Emphasis is placed upon those skills that lead to playing effective accompaniments. Cr 1

MUE 353 Woodwind Techniques

Students will learn instrumental techniques and methods to provide instruction on flute, single, and double reeds to students in grades 4-12. The demonstration of proper performance techniques will be required. Prerequisite: MUE 250 ProSeminar IV. Cr 1

MUE 410 ProSeminar VII

Provides a professional community for emerging music educators. Fieldwork will include both observation and leadership of composition activities in a variety of educational settings. Prerequisite: MUE 350 ProSeminar VI. Corequisite: MUE 411 Teaching Music Composition PK-12; Composer's Ensemble. Cr. 1.

MUE 411 Teaching Music Composition PK-12

Students will develop personal composition skills as they learn to engage young musicians in the study of music composition. Students will study composition pedagogy including individual and group techniques. Students will create PK-12 curriculum and assessment materials and learn how to organize and administer a school based music composition program. Prerequisite: MUE 350 ProSeminar VI. Corequisites: MUE 410 ProSeminar VII, MUS 406 Composers' Ensemble. Cr 2

MUH 222 Music History Survey I

No description available. Prerequisite: Music Major or Minor. Cr 3

MUH 329 Devils, Dwarves, and Dragons

This course will consider anti-Semitism in music from multiple perspective including that of the performer, composer and audience member. Students will analyze works from musical, cultural, and ethical perspective to understand how they were performed and perceived. Cr 3

MUP 390 Recital

Public performance in the area of applied study for junior performance majors. Graded pass/fail. Cr 0

MUS 100 Music Appreciation and History

A survey of music from the Gregorian chant to the modern times, covering musical practices of the renaissance, baroque, classical, romantic, and contemporary periods. Representative works by the outstanding composers of each period. Open to all students. Cr 3

MUS 103 Introduction to Jazz

A survey of jazz from its inception to the present day. Involves a study of the origins and stylistic development of jazz. Open to all students. Cr 3

MUS 110 Fundamentals of Music

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

MUS 150 Piano Class I

This is a piano class for MUE and MUP students not majoring in a keyboard instrument. Topics covered include sight-reading, basic technique, scales, chord progressions, harmonization, transposition and performance of elementary to intermediate piano literature. Prerequisite: music major status or permission of School director. Cr 1

MUS 202 Music in America

A survey of the important trends in music from colonial days to the present. Emphasis will be placed on the role of the Native American composer in the development of sacred music, concert music, jazz, musical comedy, and pop music. Open to all students. Cr 3

MUS 204 Rock and Roll: Subversive or Submissive?

This course surveys popular musical styles from the Pre-Rock era to the early 21st century. It examines how this music reflected or rejected the societal norms of the times. Students will learn to recognize stylistically defining elements of form and content as they become familiar with significant period recordings. They will learn to critically examine and discuss a piece of popular music in terms of how the music addressed and reflected concurrent societal trends/ characteristics.

MUS 250 Piano Class III

This is a continuation of MUS 151. Prerequisite: MUS 151 or permission of School director. Cr 1

MUS 271 Principles of Digital Audio & Music Production

This course will explore skills in music production. It will provide ear training pertinent to audio and music production. The student will have hands on experience with recording equipment. 3 Cr Hrs.

MUS 380 Jazz Improvisation I

A course designed to teach the student to improvise in the jazz idiom. Studies include jazz theory and standard jazz literature. Recommended for instrumental music majors. Prerequisite: MUT 101 or permission of the instructor.

MUS 400 Southern Maine Symphony Orchestra

Prerequisite: audition.

MUS 401 University Chorale

Prerequisite: audition.

MUS 402 University Concert Band

Prerequisite: audition.

MUS 404 Opera Workshop

Prerequisite: audition.

MUS 405 Chamber Singers

Prerequisite: audition.

MUS 406 Chamber Music

Prerequisite: audition.

MUS 407 Jazz Ensemble

Prerequisite: audition.

MUS 408 Wind Ensemble

Prerequisite: audition.

MUT 100 Music Theory & Aural Skills I

This course covers music theory fundamentals, fundamentals of species counterpoint, principles of notation, instrumentation, solfege, music transcription and sight singing. Cr 4

MUT 200 Music Theory & Aural Skills III

This course covers chromatic harmony and musical form. This material will be explored through the analysis, transcription, composition, sight singing and performance of topical examples of music. Cr 4

MUT 332 Counterpoint

Analysis and writing of tonal counterpoint. Emphasis is given to the study of canon, invention, fugue, chorale prelude, and continuous variations, using eighteenth-century works as models for composition. Prerequisite: MUT 200. Cr. 3.

NUR 100 Introduction to Professional Nursing

This course orients students to the expectations of a baccalaureate education in nursing. Academic communication and critical thinking skills within the context of professional nursing are emphasized. Issues of ethical and professional accountability related to the role(s) of the nurse are explored. Historical and contemporary perspectives on the nature and scope of nursing practice are examined. Cr 3

NUR 200 Introduction to Professional Nursing for Advanced Student

This course has been specifically designed for advanced students who are either transfer students with 60 or more credits or have a degree in another field. The course introduces career opportunities in health care as well as how prior learning and work experiences might build on and blend into a career in nursing. The historical and contemporary perspectives on the nature and scope of nursing will be investigated through utilization of online resources, advanced library skills, writing, and online discussion. Other topics will include skills of communication, critical thinking and the relationship between professional nursing and the broad base of theoretical and empirical knowledge derived from the behavioral and physical sciences and the humanities. Cr 3

NUR 300 Health Assessment

This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the life span. Emphasis is placed on data collection through effective communication and physical skills followed by data analysis and identification of nursing diagnoses. Prerequisites: Anatomy and Physiology I and II, NUR 100 and a GPA of 2.75. Cr 3.

NUR 301 Health Assessment Lab

This laboratory course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the life span. Emphasis is placed on data collection through development of communication and physical examination skills. Data will then be analyzed and nursing diagnoses developed. Concurrent with NUR 300. Cr 2.

NUR 306 Nursing Arts and Science

This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as a problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. Prerequisites: 24 credits, a GPA of 2.75, and Anatomy and Physiology I and II (or concurrent). Cr 3

NUR 307 Fundamentals in Nursing Lab

This course focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when implementing foundational nursing therapeutics, which promote, maintain, and restore the health of the client. Concurrent with NUR 212. Cr 2

NUR 323 Adult/Older Adult Health Nursing

During this course, students will explore evidence-based nursing therapeutics which support both the adult and the older adult client experiencing health problems. The course considers major health problems in the United States, focusing on nursing knowledge needed for care of adults and older adults experiencing acute and chronic alterations in health in a variety of care settings. This course will encourage students to develop and practice critical thinking skills necessary for delivery of

family-centered care in today's complex health care system. The roles of collaboration, advocacy, and teaching are introduced as the student nurse interacts with clients and their support systems across the continuum of care. Prerequisites: NUR 100, 200 or 211; NUR 209/210; NUR 212/213; BIO 345; CON 302 (within one year). NUR 523 is offered in the fall semester and is open only to option students. Cr 3

NUR 325 Adult/Older Adult Health Nursing Lab

Students will intervene therapeutically with adults and older adults experiencing health problems. Students will practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 323. Cr 4

NUR 326 Dominican Republic Community Nursing Partnership

No description available. Cr Variable

NUR 328 Dominican Republic community Nursing Partnership III

No description available. Cr 1

NUR 330/530 Mental Health Nursing

This course examines the theory and practice of psychiatric/mental health nursing. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing are discussed. Prerequisite: CON 302; NUR 323/325. NUR 530 is offered in the fall semester and is open only to option students. Cr 3

NUR 331 Mental Health Nursing Lab

This course offers students an opportunity to focus nursing practice on promotion, maintenance, and restoration of mental health. Clinical experience is provided in a mental health/psychiatric nursing setting. The emphasis is on application of concepts of mental health/psychiatric nursing. Concurrent with NUR 330. Cr 2

NUR 332 Nursing Care of the Older Adult in the Community

The focus of this course is the family-centered care of older individuals in the community. Emphasis is on nursing assessment, diagnosis, and therapeutic interventions with individuals and families coping with chronic illnesses. Health promotion/risk reduction strategies are applied. The roles of the nurse in interdisciplinary community settings are explored. Ethical issues unique to community settings are analyzed. Prerequisite: NUR 212/213 or concurrent. Cr 3

NUR 339 Community Nursing Partnerships I

This is the first in a two-course series (NUR 339 and NUR 341). Over the course of two, 3-credit or three, 2-credit semesters, students will engage in partnership with a specific community. This sequence of courses incorporates the concepts of partnership building, risk identification, and health promotion within a community-based context. Students will collaborate with community partners to develop an understanding of both short- and long-term needs of the community. Problem posing and problem solving will come from the community. Students will engage in ongoing community assessment, support communities in developing long term interventions/approaches, and engage in evaluation of community level practice. Students will identify individuals and families within their communities who would benefit from individual and family-based nursing assessment, planning, intervention, and evaluation. Students will work with health care providers in these communities to assess the need for and to augment the services available. Students will engage in both formative and summative evaluation over the course of their interaction with the community. Students will consider issues of continuation and termination as they work with individuals, families, fellow students, and community partners. Prerequisite or concurrently: CON 356. Cr 2-3

NUR 341 Community Nursing Partnerships II

This is the second in a two-course series. See NUR 339 for description. Prerequisite: NUR 339. Cr 2 or 3

NUR 370 Clinical Theories for RNs

This course focuses on the nursing profession and the process of knowledge development within the profession. The intent is to provide participants with opportunities to explore the processes of inquiry in nursing. Participants will have opportunities to explore various

modes of nursing inquiry, including scientific, philosophical, and historical. Praxis, or the development of knowledge through the cycle of acquiring experience, reflecting on experience, and enhancing practice is central to understanding what influences nursing. Relationships between practice, theory, and research are explored. Four foundational concepts: personal meaning, ways of knowing, time/transitions, and context/culture serve to focus critical reflections in this course. In recognizing multiple ways of developing knowledge, participants have the opportunity to explore how practice may differ within varying perspectives. A USM online course fee of \$25.00 per credit hour will be charged for this course. Cr 3

PHPE 106 NCAA Life Choices

This course is designed for student athletes in their first or second year at USM. The goal of the course is to enable students to develop their academic potential and to realize their personal and athletic goals during their college experience. Through large and small group work, topical readings, and community service projects, students will clarify goals, values, healthy lifestyles, leadership, and study skills. Prerequisite: open to first and second year students only. Cr 3

PHPE 302 Coaching Philosophy and Fundamentals

This course covers various approaches to planning, organizing, and implementing practice sessions in preparation for athletic competition. The psychological and emotional aspects of coaching are also investigated. One segment of the course will be concerned with society’s view of coaching as illustrated by today’s literature. Cr 3

PHPE 311 Coaching and Officiating Soccer

The course will cover individual techniques and team tactics, drills to implement these techniques and tactics, practice and season organization and methods of starting, maintaining and improving programs at various levels. The course will also cover rules of soccer and techniques of officiating. Cr 3

PHPE 315 Coaching & Officiating Field Hockey

Emphasis on the methods of teaching and coaching field hockey. Offense and defense, player-coach relationship, team selections, planning of practice sessions and game situations will be areas of concentration. The course will also cover rules of field hockey and techniques of officiating. Cr 3

PHPE 302 Coaching Philosophy and Fundamentals

This course covers various approaches to planning, organizing, and implementing practice sessions in preparation for athletic competition. The psychological and emotional aspects of coaching are also investigated. One segment of the course will be concerned with society's view of coaching as illustrated by today's literature. Cr 3

PHI 105 Philosophy Through its History

An introduction to philosophy through its history and development, i.e., through an examination of central texts in the history of philosophy, up to and including contemporary works. Specific readings may vary from semester to semester, but will always include some canonical works by classic Western philosophers (e.g., Plato, Aristotle, Descartes, and Kant). Prerequisite: a college writing course. Cr 3.

PHI 107 Introduction to Philosophy: World Philosophy

This course presents the world views of philosophers from ancient to contemporary times. The thinkers will be chosen from a broad range of cultural and ethnic backgrounds. Emphasis will be placed on the wide diversity and historical background of philosophical positions. Prerequisite: a college writing course. Cr 3.

PHI 215 Philosophy of Literature

While many cultures accord a vital role to stories, myths, and poetry in the cultivation of wisdom, traditional European philosophy has tended to marginalize them. This course seeks to investigate the historical roots for this separation between philosophy and literature in European thought. It will then consider the perspectives of several contemporary thinkers (e.g., Robert Coles, Michael Ende, Martha Nussbaum, and Martin Heidegger) who are convinced that literature plays an indispensable role in the pursuit of wisdom. Prerequisites: ENG 100, EYE course, or 100-level PHI course. Cr 3.

PHI 220 Philosophy of Art

What makes a person creative? What do artists think about their art? How do critics evaluate a work? If art is created for a cultural ritual or healing, is it to be understood differently? How do the circumstances of a work’s creation and reception affect its evaluation? How does a person’s class, ethnicity, or gender influence art work and its reception? Philosophers in the field of aesthetics attempt to answer questions which artists, art historians, anthropologists, and critics ask about art. The works of art and philosophy considered will be draw from a wide variety of cultural contexts. Prerequisite: any PHI 100-level course. Cr 3

PHI 240 Political Philosophy

Critical evaluation of political philosophies, classical and contemporary; extensive reading in original texts; analysis of contemporary political issues. Prerequisite: PHI 100-level or EYE course. Cr 3.

PHI 260 Philosophy of Law

Critical evaluation of select issues in the philosophy of law. Possible topics include: the nature of law (positivism, natural law, legal realism); judicial decision making; constitutional adjudication; the justification of punishment; the legal enforcement of morality; legal responsibility; the judicial system. Readings are drawn from the disciplines of both philosophy and law, and include contemporary as well as historical selections. Prerequisites: ENG 100, EYE course, or 100-level PHI course. Cr 3.

PHI 285 Biology, Technology & Ethics

An examination of key ethical controversies in biology including regenerative medicine, synthetic biology, genomics, and reproductive technologies. Cr 3.

PHI 320 History of Medieval and Renaissance Philosophy

This course critically examines the merger of philosophical with the religious stream of thought by examining the ideas and text of Augustine, Aquinas, Duns Scotus, Maimonides, Averroes, Dane, Ibn Khaldun, Erasmus and others. Prerequisites: ENG 100, EYE course, or 100-level PHI course. Cr 3.

PHI 350 American Philosophy

History and background of the origin of philosophical ideas in America; particular emphasis given to Peirce, James, Royce, Dewey. Prerequisite: Prerequisites: ENG 100, EYE course, or 100-level PHI course. Cr 3.

PHI 400 Philosophy Topics Seminar

This is a seminar course dealing with a specific topic, philosophical problem, or major question in the history of philosophy or a contemporary philosophical issue. Examples of possible topics include: free will and determinism, relativism, and the meaning of life. Topics will change from year to year and the course may be repeated for credit when topics vary. Prerequisites: Two (2) 300-level courses in philosophy, or permission of the instructor. Cr 3.

PHY 101 Introduction to Physics

An elementary approach to the study of mechanics, heat, sound, electricity, magnetism, light, and modern physics, intended for the student who desires a one-semester introduction to the subject with emphasis on concepts as opposed to problem solving. Students desiring laboratory work should also register for PHY 102. Students planning to major in any of the natural sciences are not directed to this course but rather to a more advanced introductory course. Prerequisite: high school algebra. Cr 3

PHY 102 Introduction to Physics Laboratory

Laboratory experiments and additional material designed to supplement the topics considered in PHY 101. Prerequisite: concurrent registration in PHY 101 or permission of the instructor. Cr 1

PHY 111 Elements of Physics I

The first of a two-semester non-calculus sequence in introductory physics, intended particularly for life-science majors. Topics to be covered include mechanics, waves, sound, and thermal physics. Lectures, demonstrations, and problem solving will help the student develop an understanding of physical phenomena. Mathematical treatment is at the level of algebra and trigonometry. This course is not recommended for students planning to major in the physical sciences or engineering. It should be taken concurrently with PHY 114, Introductory Physics Laboratory I. Prerequisite: successful completion of the University’s minimum proficiency requirement in mathematics. Three hours of lecture and one hour of recitation per week. Cr 4

PHY 114 Introductory Physics Lab I

Experiments designed to illustrate the concepts studied in PHY 111 and PHY 121. Prerequisite: concurrent registration in PHY 111 or 121. Two hours per week. Cr 1

PHY 121 General Physics I

The first of a two-semester sequence introducing the fundamental concepts of physics, using calculus. Topics to be covered include mechanics, waves, sound, and thermal physics. This course is recommended for students who plan further study in physical sciences, mathematics, or engineering. It should be taken with PHY 114, Introductory Physics Laboratory I. Prerequisite: prior or concurrent registration in MAT 152 or equivalent experience. Three hours of lecture and one and one-half hours of recitation per week. Cr 4

PHY 211 Nonclassical Physics I

The first of a two-semester sequence covering the principal topics which show the departure of physics from its classical roots. Topics will include relativity and atomic structure. Prerequisite: PHY 123 or PHY 112, and MAT 152. Cr 3

PHY 221 Classical Physics I

The first of a three-semester sequence offering an intermediate-level treatment of the principal topics of classical physics. The focus for this course is mechanics, including particle motion, oscillations, and noninertial reference systems. Prerequisite: PHY 121 and prior or concurrent registration in MAT 252. Cr 3.

PHY 261 Computational Physics

This project-oriented course uses the Python programming language and introduces methods of computer simulation and their diverse applications in the physical world. Examples of projects include projectile motion, planetary systems, chaotic systems, and thermal systems. Methods include numerical solutions to differential equations and Monte Carlo techniques. The course emphasizes structured programming, although no background in computer programming is required. Prerequisite: PHY 121 and prior or concurrent registration in MAT 153, or permission of instructor. Cr 3.

POS 101 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 104 Introduction to International Relations

Examination of the relationships of nations in their efforts to deal with each other from differing political, economic, and cultural bases. Cr 3

POS 203 Introduction to Political Science Research

An introduction to the way political scientists conduct research. Students will learn how to formulate ideas, conduct a literature review, test hypotheses, measure political phenomena, perform statistical analyses, draw conclusions, and present written results. Cr 3

POS 205 Introduction to Comparative Politics

An introduction to the field of comparative politics with a focus on political systems and political participation. The course will examine political institutions, electoral laws, comparative methodologies, political culture, and the problem of establishing and maintaining democratic government. Case studies will be used to highlight major themes. Cr 3

POS 234 Race and Ethnicity in U.S. Politics

Are American political institutions representative? This course provides students with the opportunity to examine this question by confronting the relationship between race, ethnicity, and representation in elections, court cases, urban politics, and political theory. Cr 3

POS 280 Issues Before the United Nations

An orientation to the activities of the United Nations. This course includes exposure to current events, exploration of pressing international issues, understanding the basics of international law, and mastery of the protocol and procedures of international diplomacy. Cr 3

POS 290 Introduction to Political Theory

A survey of political theory from ancient times to the present. Themes include the nature of democracy, freedom, equality, power,

legitimacy, justice, and the use of lying in political life. Cr 3

POS 315 Media Law

This course explores the legal context of communication through the mass media. Major issues include censorship, ownership regulation, remedies for people in the news, the right to receive and send communication in the media, and news media privilege. Prerequisite: POS 101 or CMS 103 or permission of the instructor. Cr. 3.

POS 380 Topics in Political Science

Specially developed occasional courses exploring a variety of theoretical and substantive areas of political science. May be repeated for credit as topics vary. Cr 3

POS 390 Ancient and Medieval Political Theory

An intensive study of ancient and medieval political theory. Emphasis is on textual criticism of a variety of different works including those from philosophy, literature, and theology. Prerequisite: POS 290, or sophomore status, or permission of the instructor. Cr. 3.

PSY 101 General Psychology I

An introduction to the study of behavior as a natural science. Among the topics covered are: method of inquiry, physiological foundations of behavior, sensation and perception, motivation and emotion, learning and thinking. This course is a prerequisite for all courses in the Department. Prerequisite: ENG 104 or co-requisite: ENG 100. Cr 3

PSY 102 General Psychology II

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

PSY 105 Statistics in Psychology

A general introduction to the techniques of descriptive, predictive, and inferential statistics. Emphasis is placed on measures of central tendency and variability, correlation, hypothesis testing, and simple analysis of variance. Prerequisite: successful completion of the University’s mathematics college readiness requirement. Cr 3

PSY 205 Experimental Methodology

Emphasis on the principles, methods, and techniques of experimental psychology. Applications of general methodology and specific techniques to the design of experiments in behavioral research. Prerequisite: PSY 201; co-requisite PSY 206. Cr 3

PSY 206 Methodology Lab

This course applies the scientific method to selected areas of experimental psychology. Such areas may include animal learning, physiological, sensation-perception, cognition, social-personality, and developmental psychology. Report writing and interpretation of statistical results will be emphasized. Prerequisite: PSY 201; co-requisite: PSY 205. Cr 1

PSY 220 Psychology of the Lifespan

This is a broad introductory course focusing on the theories, research methods, and the status of scientific knowledge about human development across the lifespan. The course focuses on the interplay of psychological and environmental factors in physical, cognitive, social, and personality development from birth through adulthood. Prerequisites: PSY 101 and 102. Cr 3

PSY 230 Social Psychology

The psychological principles that enter into the social behavior of the individual. Areas of consideration include perception, communication, attitude formation, interpersonal attraction, and group behavior. Prerequises: PSY 101 and 102. Cr 3

PSY 233 Psychopathology

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

PSY 323 Psychology of Infancy and Childhood

This is an advanced course where students with a solid background in developmental psychology will explore in detail the psychological issues and events that occur during the course of infancy and childhood. Current research focusing on the interplay of

psychological and environmental factors in physical, cognitive, social, and personality development of individuals from conception to puberty will be explored. Prerequisites: PSY 101 and PSY 102 and either PSY 220 or HRD 200. Cr 3

PSY 338 Theories of Personality

A survey of the major contemporary approaches to the study of personality. Different theories are compared, their impact upon current thinking evaluated, and their research contributions assessed. Prerequisites: PSY 101 and 102. Cr 3

PSY 350 Psychology of Learning

Experimental findings on the fundamental principles that underlie the acquisition and retention of new behavior. Emphasis is placed on operant and respondent conditioning and the experimental analysis of behavior. Prerequisites: PSY 101 and 102. Cr 3

PSY 360 Cognitive Processes

A review of contemporary experimental and theoretical work on human information processing. Topics include pattern recognition, memory, attention, decision making, language, problem solving, and creativity. Emphasis will be placed on research methodology and on the interpretation of experimental findings. Prerequisites: PSY 101 and 102. Cr 3

PSY 361 Sensation and Perception

An examination of perceptual processes and sensory systems. Emphasis is on experimental methodology, research findings, and theoretical interpretations. Prerequisites: PSY 101 and 102. Cr 3

PSY 365 Physiological Psychology

Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous system functioning and behavior. Physiological analysis of sensory function, motivation, and learning. Prerequisites: PSY 101, 102 and BIO 111. Cr 3

PSY 368 Health Psychology

This course is designed to introduce the student to the discipline of health psychology from a bio-psychosocial perspective. An integrative approach will be provided via discussion of the biological and psycho-physiological foundations of health and disease, including the topics of stress and coping, prevention, diet, substance abuse, and chronic illness. Prerequisites: Successful completion of PSY 101 with a grade of C- or better. Cr 3.

PSY 371 History and Systems of Psychology

A survey of the history of psychological thought from its beginnings in Greek philosophy to modern times. Special attention will be given to the influence of philosophy and natural science on the development of contemporary psychology. The course concludes with a survey of the major systems. Prerequisite: 15 hours in psychology and/or instructor’s permission. This course will satisfy the intensive writing requirement. Cr 3

REC 110 Foundations of Recreation and Leisure Studies

This course addresses the concepts of leisure, play, and recreation, emphasizing the role leisure should play in modern society. Lectures and discussions on societal attitudes toward work and leisure stresses the need to keep these in proper perspective. Students will concentrate on the psychological aspects of optimal experience and quality of life. Community leisure services will be addressed. Assignments will encourage students to explore leisure lifestyle attitudes. Cr 3

REC 218 Wilderness Emergency Response

This course prepares students to stabilize and care for victims of medical emergencies in remote and wilderness area settings when advanced medical professionals are not readily available. The course is a requirement for students enrolled in the nature tourism minor. Students who successfully complete the course will qualify for certification by the American Red Cross in Wilderness Emergency Response and CPR for the Professional Rescuer. Cr 3

REC/ESP 223 Nature Based Tourism

This course covers the basics of nature tourism, a broad category that covers ecotourism, adventure tourism, and a variety of activities and programs involving the outdoors. An emphasis is placed on Maine and northern New England nature tourism. REC 223/ESP 223 is one of the required courses for the nature tourism minor offered jointly between the Department of Recreation and Leisure Studies and the Department of Environmental Science. Cr 3

REC 233 Outdoor Recreation

This course focuses on safe, sustainable, nature-based recreation with an emphasis on “leave no trace” principles. The role of park systems and wilderness environments relative to recreation in modern society will be examined. A variety of outdoor recreation activities will be introduced. Several class trips will be required; thus students must be prepared to pay charges (a total of no more than \$20) for access to outdoor activity environments and equipment. Cr 3

REC 241 Recreation Leadership

This course will provide students with the basic knowledge and methods necessary for effective leadership in recreation settings. Students will be required to participate in projects, presentations, and discussions which are aimed at helping them develop and analyze leadership skills in a variety of recreation program areas such as special events, expressive arts, passive recreation, outdoor recreation, and sports. Prerequisites: therapeutic recreation major and REC 110 or instructor permission. Cr 3

REC 353 Implications of Disabling Conditions for Therapeutic Recreation

This course provides an overview of physical and developmental disabilities with emphasis on etiology, clinical descriptors, rehabilitation, and educational concerns. Examination of the impact of disability on leisure and therapeutic recreation programming will be addressed, as will barriers that affect communication and interactions between persons with and without disabilities. Prerequisite: REC 225. Cr 3

REC 382 Assessment & Documentation in Therapeutic Recreation

This course examines therapeutic recreation services in a variety of settings. Emphasis will be on assessment and documentation within healthcare settings. Students will learn assessment, individual treatment planning, intervention strategies, and the development of treatment protocols. Students will be required to work in groups and participate in class leadership. A 24-hour practicum experience in a therapeutic recreation program is required. Prerequisites: Recreation and Leisure Studies major or Recreation Leadership minor, REC 332, HRD 200. Cr 3

RHF 100-Level Recreation/Fitness Courses

RHF courses are designed to provide education and skill development in a particular recreation or health/fitness activity. Because skill and/or fitness development are objectives in all RHF courses, students must attend and participate in class activities in order to pass. The Department reserves the right to request written medical clearance for participation in courses that require high intensity exercise. An * after a course number indicates that students will be required to pay a vendor charge for access to activity environments and/or equipment. The course instructor will explain any charge. The following are the RHF activity areas: RHF 101 Tennis; RHF 106 Ballroom Dance; RHF 107 Aerobics; RHF 109 Beginning Weight Training; ; RHF 117 Low Impact Aerobics; RHF 118 Yoga; RHF 121 Self-Defense; RHF 122 Aerobic Kickboxing; RHF 126 Stability and Physio-Ball Exercise; and RHF 127 Pilates. Cr 1.5 each

RHF 109 Beginning Weight Training

See RHF 100. Cr 1.5

RHF 118 Yoga

See RHF 100. Cr 1.5

RHF 121 Self Defense

See RHF 100. Cr 1.5

RHF 122 Aerobic Kickboxing

See RHF 100. Cr 1.5

RHF 123 Introduction to Sea Kayaking and Introduction to Cross-Country Skiing.

See RHF 100. Cr 1.5

RHF 124 T’Ai chi

See RHF 100. Cr 1.5

RMI 320 Risk Management & Insurance

This course introduces students to the nature of risk, risk identification, general risk management techniques, and the management of risk through insurance. It covers why the individual or corporation purchases insurance, what constitutes an intelligent insurance plan, and what products are available in the insurance marketplace. This course is designed for non-majors and is a prerequisite for more advanced risk management and insurance courses. Prerequisites: sophomore standing and

successful completion of the University's Core requirement in quantitative reasoning. Cr 3

RMI 350 Managing Risk with Property and Liability Insurance

This course examines the many commercial property and liability exposures faced by businesses. An emphasis is placed on using commercial property and liability insurance as a method of reducing, managing, and transferring business risk. Topics include commercial general liability, business automobile, workers’ compensation, commercial property, business income, and business owner’s insurance. The legal environment of property and liability insurance and risk financing are considered. The fundamental structure and business of property casualty insurance are discussed. Prerequisite: RMI 220. Cr 3

RSP 100 College Writing

This course introduces students to the style and standard of writing expected of them in college. Students read expository writings grouped around a theme and use the ideas they encounter to develop and refine analytical essays in response. Emphasis is placed on building the skills of critical analysis and the writing process, specifically reading, drafting, rereading, revision, editing, and proofreading. Students are encouraged to integrate ideas from RSP Seminar into class discussions and individual essays, when appropriate. At the end of the semester, an RSP 100 student will be able to engage with complex readings and compose analytical essays that focus on a central theme using language that is relatively free of sentence-level error. Fall semester. Cr 3

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

All first-year Russell Scholars and transfer students are required to take this course. This course will utilize scientific and humanistic anthropological theories and understandings to explore contemporary issues and dilemmas concerning the environment. It will consider values and approaches of different cultures in order to better understand the current problems of environmental damage and pollution, population growth, lifestyle impacts on ecology, ethnic conflict, and other threats to cultural survival and ecological balance. The seminar will attempt to analyze contemporary problems locally and globally, and to explore possible resolutions to these problems. An example of cultural types will be examined, including forager, agriculturalists, and industrial nation-states, in terms of their relationship with and values about the environment. Cr 3

RSP 110 Russell Scholars Learning Community Laboratory

This forum for all Russell Scholars will convene bi-weekly in an informal environment to address topics such as campus issues, current events, and student interests. Russell Scholars Lab also takes students out of the classroom atmosphere by integrating field trips to enhance the learning experience. Cr 1-3

RSP 210 Russell Scholars Learning Community Laboratory

RSP 210 is a continuation of RSP 111. Cr 1-3

RSP 310 Russell Scholars Learning Community Laboratory

RSP 310 is a continuation of RSP 211. Cr 1-3

SBS 200 Multicultural Human Development

This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be placed on prenatal development through adolescence, with an overview of adult development. This course is cross-listed with HRD 200. Prerequisite: second-semester freshman or above. Cr 3

SBS 300 Deviance and Social Control

The course examines the historical and relative notion of deviance and the nature(s) and type(s) of social control. Cr 3

SBS/LOS 301 Group Dynamics

This course gives students an understanding of how people behave in groups and the skills needed by group members to participate effectively in group activities. It provides a theoretical foundation for how groups function, with focus on group process and development; and it discusses how these theories can be applied to a wide range of group settings. Course uses experiential techniques to help students develop critical skills & understanding of group dynamics.Cr3.

SBS 302 Organizational Behavior

The goal of this course is to familiarize students with interpersonal dynamics and the

tools to make organizational interactions more effective. Through assessments, exercises, and discussions, students will examine how perceptions of self and others influence people's behavior in a variety of situations. As good communication is critical in building sound interpersonal relationships, students will have many opportunities to fine-tune writing and speaking skills. Cr 3.

SBS 303 Abnormal Psychology

This course presents an introduction to the classification, diagnosis, and etiology of what is considered “mental illness.” Cultural aspects of “abnormality” will be emphasized, as will integrative models of the causes of mental disorders. This integrative approach considers the complex interplay between biological, psychological, interpersonal, and cultural factors as they contribute to the development and expression of psychological disorders. Cr 3.

SBS 304 Food, Culture, and Eating

This course examines cultural beliefs and practices surrounding diet, food, cooking, eating, and nutrition. Students explore how behaviors and attitudes toward food and eating influence and are shaped by culture. Discussion may include food and healing, the social functions of food, food as represented in the media, food production and food politics, the diet industry, and eating disorders. Students gain insight into their own behaviors and attitudes toward food and eating, as well as those of today's global cultures. Cr 3.

SBS 305 Child Development

This course examines the development and behavior of children from conception through middle childhood, and introduces topics in adolescence. Theoretical frameworks and research upon which current knowledge in child development is based will be considered, as well as applications to contemporary topics in child welfare and education. SBS/HRD 200 recommended. Cr 3.

SBS 311 Theories of Personality

This course is an in-depth study of the major theories of personality. It includes consideration of historical developments and cultural differences in the area of personality theory and research. The specific understanding of psychopathology contained in the theories will also be explored. Cr 3

SBS 315 Social Psychology of Disability

This course will examine some of the social psychological issues associated with disability and the rehabilitation of individuals who have disabilities, with a focus on minimizing existing social, vocational, educational, and attitudinal barriers to individuals rather than on minimizing the impact of clients’ physical/mental differences within a normed environment. It will familiarize students with the points of view and the experiences of people from various social, ethnic, and cultural backgrounds with a wide range of disabilities/abilities, towards enabling students to approach counseling as a means of expanding opportunities for their clients’ access to these opportunities, and empowering their clients to attain their goals. Cr 3

SBS/LOS 329 Research Methods

An introduction to quantitative and qualitative research methods which can be used in organizational planning and decision making and in the social and behavioral sciences. The course will cover topic areas related to the application of appropriate methods of inquiry and includes completion of an applied project. Prerequisite: LCC 150. Cr 3

SBS/LOS 335 Legal Issues in Health and Human Services

This course examines the legal framework underlying the delivery of health and human services with an emphasis on current socio-legal problems including the rights of clients and the responsibilities of workers. Cr 3

SBS/SCI 336 Introduction to Public Health

This course provides an overview of the public health system and examines the purpose, history, organization, approach, functions and determinants of health. The course places special emphasis on current health issues from our daily lives to highlight the relevance of public health. Cr 3

SBS 341 The Family

This course is a contemporary, interdisciplinary approach to the study of the family that includes an examination of family structures, familial relationships, and the impact of historical change on these structures and relationships. Cr 3.

SBS 343 Substance Abuse

This course considers patterns of use of drugs, the bases of their effects and associated harms,

and the history of and current options for prevention and intervention efforts. Consideration will be given to the role of society and public policy in influencing our thinking and behavior concerning substance use and abuse. Cr 3

SBS 346 Introduction to Social Services

This course examines the profession of social work from both historical and contemporary perspectives. Students will explore specialty areas in social work such as mental health and disability, crime and violence, and family work. Career options in the social work field will be explored. Cr 3

SBS 348 Responding to Mental Health Crisis in the Community

This course explores history and models of mental health focused on the ability of individuals with mental illness to function successfully in the community. The course will assist students in developing an understanding of crisis intervention theory and perspectives, including knowledge of risk factors and precipitating events, and of available emergency community resources (and associated obstacles to access to these services). Cr 3.

SBS 364 Introduction to Expressive Therapies

This course introduces students to the basic principles, theories, and varied professional applications of the expressive therapies, including modalities of art, drama, movement, music, poetry and play. Exposure to and experience with a variety of experiential processes is a major feature of the course. Exploration of the value of these methods in transcending barriers of age, mental health, physical health, learning styles and needs, language ability and cultural norms is also woven into the course. Cr 3

SBS 375 Infant Mental Health

This course focuses on post-fetal dependence and development (the fourth trimester), brain development, early communication, infant cuing, the calming reflex, and how an infant learns to view and respond to the world. The concepts of infant mental health as relational, reflective, and interdisciplinary will be presented as well as skills and strategies for supporting positive infant mental health. SBS 200 recommended. Cr 3.

SBS 391 Math in Early Childhood Education

Contact Department for course description.

SBS 430 Applied Social Policy

A review of contemporary social policy alternatives and an examination of social policy making processes at both the macro- and micro-levels. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency. Prerequisites: either LCC 200 or LCC 370 as well as junior standing or permission of the instructor. Cr 3.

SCI 105 Biological Principles I

An introduction to scientific principles underlying the unity and diversity of life. Prerequisite: students must have fulfilled math readiness. Cr 3

SCI 106 Laboratory Biology I

Laboratory experiences illustrating concepts and principles introduced in SCI 105. Must be taken concurrently with SCI 105. Cr 1.5

SCI 113 Principles of Chemistry I

A presentation of fundamental principles of chemical science. These principles will be presented in quantitative terms and illustrated by examples of their applications in laboratories and in ordinary non-laboratory experience. This course and SCI 114 (normally taken concurrently) provide the basis for further study of chemistry. Prerequisite: satisfaction of USM math readiness. Cr 3

SCI 114 Laboratory Techniques I

Laboratory experiments to illustrate the principles that are presented in SCI 113 lectures. Three laboratory hours per week combining recitation and practical lab work. Co-requisite: SCI 113. Cr 1

SCI 170 Human Anatomy and Physiology I

This is the first course in a two-semester sequence in human anatomy and physiology. It introduces basic principles of physiology and anatomy through chemistry, cellular structure and function, genetics, and embryology. This course discusses several physiologic systems including the muscular, skeletal, and integumentary systems. Prerequisites: students should have an understanding of basic biology and chemistry from high school courses, GED, or successful completion of SCI 103 or SCI 100. SCI 170 must be taken concurrently with SCI 171, the lab. Cr 3

SCI 171 Human Anatomy and Physiology I Laboratory

Laboratory experiences illustrating topics introduced in SCI 170. Must be taken concurrently with SCI 170. Cr 1

SCI/SBS 209 Human Genetics

This course examines the role of heredity in human growth, development, and behavior. Decision making, ethical issues and societal responsibilities related to genetic disorders will be discussed. This course is approved as an equivalent to LCC 310 Science, Technology, and Society. Prerequisites: any laboratory science course. Cr 3

SCI 252 Medical Microbiology

This lecture and laboratory course introduces basic microbiology and focuses on the viruses, bacteria, protozoans, and multi-cellular organisms which cause human diseases. It also discusses the immune system. Prerequisite: SCI 105/106, BIO 108, SCI 170/SCI 171, SCI 172/173. Cr 4

SCI/SBS 336 Introduction to Public Health

This course provides an overview of the public health system and examines the purpose, history, organization, approach, functions and determinants of health. The course places special emphasis on current health issues from our daily lives to highlight the relevance of public health. Cr 3

SCI 380 Pathophysiology I

This course examines the physiologic, biochemical, genetic, and environmental basis of noninfectious diseases. Emphasis will be placed on inflammation, immunity, cancer, fluid, electrolytes, and acid-base balance as well as the cardiovascular, endocrine, and respiratory systems will be studied. This course meets the pathophysiology requirement for entry into the USM Nursing program. Prerequisites: microbiology, human anatomy and physiology. Cr 3

SED 335 Students with Exceptionalities in General Education

The primary goal of this course is to construct an understanding and knowledge of the range of exceptionalities, including students with disabilities and those identified as gifted and talented. The course is based on the premise that students with exceptionalities should be educated and socially interact to the greatest extent possible with their peers in the general education curriculum and program. The general educator’s role in teaching learners who are exceptional will be emphasized. Topics include characteristics of areas of exceptionality; classroom management; assistive technology; state and federal legislation regarding exceptional students; Response to Intervention (RI); Universal Design for Learning (UDL); individual education plans (IEP); building relationships with parents; students who are culturally and linguistically diverse; and inclusion and collaboration philosophy and practices. This course includes a 24-hour field placement. No prerequisites. Cr 3

SOC 100 Introduction to Sociology

The fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effect of group processes, social classes, stratification, and basic institutions on contemporary society. Offered each semester. Cr 3

SOC 210 Critical Thinking about Social Issues

Designed to follow Introduction to Sociology, this course further develops students’ skills of critical analysis through the application of sociological principles to current social issues. The course uses popular media as well as sociological materials. Examples of issues which may be examined are: poverty, health care, homelessness, aging, drugs, violence, bureaucracy, white collar crime, and changing gender roles. Prerequisite: Successful completion of SOC 100 with a grade of C or better or permission of the instructor. Cr 3

SOC 301 Qualitative Research Methods

This course provides an overview of the process of social research utilizing qualitative methods. Topics include the logic and principles of the research process, as well as specific techniques in qualitative research (e.g., writing field notes, conducting interviews, analyzing qualitative data). A fieldwork/lab component allows students to apply research skills in settings outside the classroom. Prerequisite: SOC 210 with a grade of C or better or permission of instructor. Cr.4.

SOC 343 Social Psychology

This course provides an overview of sociological theory and research in social psychology on the central topics of social perception, social communication, and social interaction. The course focuses on the impact of sociological factors such as gender, race, and class on face-to-face behavior and on how face-to-face interaction contributes to the creation and maintenance of social structure. Specific topics include social psychological methods; causes and consequences of stereotyping; gender, power, and conversation; status structures in small groups; distributive justice; and social dilemmas. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 363 Food, Culture, and Society

This course views food production, processing, distribution, and consumption as social and cultural phenomena. The course develops a sociological framework for understanding and connecting the diverse food stories in the headlines: GMOs, obesity, agricultural subsidies, food safety, and organics. Students will also gain a better understanding of their own food choices and opportunities for changing our food system. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 365 Sociology of the Body

This course examines the body as a text marked by, and rendered meaningful through, social categories of race, gender, class, sexuality, disability, and disease. This writing- and reading-intensive course discusses both social constructionist and biological determinist perspectives on embodied difference. Prerequisites: SOC 210 with C or better and one or more of SOC 300, SOC 316, WST 380, WST 390. Cr 3.

SOC 380 Politics of Difference

Specially developed occasional courses exploring a variety of theoretical and substantive areas within the field. Offered as resources permit. These courses may be counted as electives toward completion of the major. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3

SPA 101 Beginning Spanish I

A beginning course in Spanish in the four skills of language learning: listening comprehension, speaking, reading, and writing. In addition, audio-visual work is required. Cr 4

SPA 201 Intermediate Spanish I

Review of grammatical structures. Further development of listening comprehension, speaking, reading and writing skills. Continued emphasis on understanding of Hispanic culture and civilization through reading and discussion of literary and historical texts as well as frequent reference to contemporary customs and events. Students are encouraged to also register for laboratory practice. Prerequisite: SPA 102 or SPA 107, two years of high school Spanish or the equivalent. Cr 3

SPA 303 Workshop in Spanish

No description available. Cr 3

SPA 304 Advanced Conversation and Composition

This course focuses on listening, reading, speaking, and writing, with an emphasis on oral and written communication and critical thinking. Activities are communicative as well as cooperative with a focus on learning in context. Taught in Spanish. Prerequisite: SPA 300 or equivalent. Cr 3.

SPA 351 Readings in Contemporary Spanish Literature

An introduction to the literature of contemporary Spain. All discussions and readings will be in Spanish. Prerequisite: SPA 304 or equivalent/permission. Cr 3.

SPA 352 Readings in Modern Latin American Literature

An introduction to the literature of modern Latin America. All discussions and readings will be in Spanish. Prerequisite: SPA 304 or equivalent/permission. Cr 3.

SPM 100 Introduction to Sports Medicine

This course orients the student to the expectations of a baccalaureate education in athletic training, exercise science (majoring in exercise physiology or health fitness), or health sciences. Allied health historical perspectives, education, careers, certification, and professional associations are explored. Educating the students about the structure and progression of the three degrees will be discussed. Outside field experiences will be required. Prerequisite: ALT, EXS, HEF, or HLS student or permission of the Department chair. Cr 3

SPM 210 Athletic Training Principles I

An introduction to the principles of prevention, examination, treatment, and reconditioning of physical activity injuries. Lecture and laboratory competencies prepare students for supervised clinical experiences. Completion of 75 clinical observation hours required. Prerequisites: ALT student; SPM 100; CON 216; BIO 111 and 112 or SCI 170 and 171, or concurrent; 2.25 cumulative GPA. Co-requisite: SPM 211. Cr 3

SPM 211 Protective Taping and Wrapping

An introduction to the principles of taping and wrapping as they pertain to preventative, protective, and post injury situations. In addition, basic skills in stretching will be taught. Lecture information and lab competencies prepare students for supervised clinical experience. Prerequisite: ALT student; Co-requisite: SPM 210. Cr 1

SPM 230 Psychology of Physical Activity and Sport

Course presents an overview of concepts, theories, principles, and research related to physical activity behavior. Practical application of psychological principles and techniques that help facilitate behavior change will be covered. Prerequisites: ALT, HEF, or HLS major; SPM 100. Cr 3

SPM 260 Essentials of Personal Training

An overview of the knowledge, skills, and abilities needed by fitness instructors to plan, implement, and evaluate safe and effective exercise programs. Emphasis is on exercise programs for individuals. Prerequisites: EXS major; SPM 100 or concurrent. Cr 3.

SPM 315 Group Exercise Instruction

This course provides knowledge, skills, and practical experience needed to plan, lead, and evaluate a variety of group exercise sessions effectively. Developing and leading various components of group exercise sessions constitute a major part of this course. Prerequisites: EXS, HEF major; SPM 260. Cr 3

SPM 325 Methods of Resistance Training and Conditioning

Theoretical and practical study of practices and methods involved in developing and implementing resistance training and conditioning programs for clinical and non-clinical populations. Prerequisites: ALT, EXS, HEF, or HLS major; BIO 211 and 212 or SCI 172 and 173; CON 219. Cr 3

SPM 330 Physiology of Exercise

An investigation of the acute and chronic effects exercise incurs on the body. Muscle physiology, respiration, cardiac function, circulation, energy metabolism and application to training will be emphasized and applied in laboratory activities. Prerequisites: ALT, EXS, HEF, or HLS major; CHY 107 or CHY 113 and 114 or concurrent; BIO 111 and 112 or SCI 170 and 171; and BIO 211 and 212 or SCI 172 and 173. 2 credits lecture; 1 credit lab. Cr 3

SPM 370 Athletic Training Clinic II

Completion of a minimum of 150 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The second clinical course for students enrolled in the athletic training major. Prerequisite: ALT major; SPM 265, 270, 310. Cr 2

SPM 381 Kinesiology

Structural and functional anatomical analysis of human movement. Course will also incorporate principles of mechanics as they apply to the analysis of human movement. Prerequisites: ALT, EXS, HEF, or HLS major; BIO 211 and 212 or SCI 172 and 173; PHY 101, 102. Cr 3

SPM 440 Manual Therapy

This course will take a detailed approach into the principles, theories, and evidence concerning the use of manual therapy for the treatment of musculoskeletal injuries. Students will be taught and asked to demonstrate specific skills and techniques that enhance efficient and effective treatment of a wide range of clinical presentations pertaining to the spine and extremities using multiple manual therapy strategies. Prerequisite: ALT major; SPM 340, 371, 381. Cr 3.

SPM 450 Exercise for Special Populations

Course focuses on exercise programming guidelines and recommendations for a variety of special populations. Prerequisites: ALT or EXS major; SPM 430 or concurrent. Cr 3.

STH 101 STEM Learning Seminar

No description available. Cr 0

STH 111 Life Science & Ecology for K-8 Teachers

Provides prospective elementary teachers a deep understanding of the life science and ecology concepts they would be expected to teach up through the eighth grade level according to the Next Generation Science Standards. The course also covers the process and design skills needed to be scientifically literate. The associated laboratory activities are included as part of the course, and students experience science that is directly connected to everyday experiences. 4 cr.

STH 300 Partnering with Family Caregivers

Connecting with family caregivers is crucial for the delivery of a successful care plan. This course explores how providers can address the psychosocial challenges of caring for an aging family member. Family caregivers are responsible for providing the majority of long term care for people who are living with chronic illness and progressive dementia. We will examine the challenges that impact caregiving including physical, emotional and spiritual strain, and how health care providers and social service professionals can provide information, resources and support that will lead to sustainable outcomes for both the caregiver and the care recipient. It is recommended that the students have junior/senior status, have a college writing course and at least one course in either psychology or sociology. 3 credits.

SWO 201 Introduction to Social Work

This course is an introduction to the profession of social work. Students are introduced to the core values of social work and the code of ethics that emanates from those values. Oppression and social justice are central themes of this course. The practice of social work is considered from the perspective of a collaborative strengths-based model working with complex social service systems. The course familiarizes students with various roles, functions, and tasks which social workers perform in a variety of settings, and acquaints students with the primary skills and practices of professional social work. Taking this course will help students make a more informed decision about social work as a career. Cr 3

SWO 250 Introduction to Social Welfare

Provides an introduction to the institution of social welfare through a review of social welfare history; the values and philosophy in America of treating the poor, the ill, and others in need; contemporary approaches to social policy; and possible alternative models of social welfare. Cr 3

SWO 333 Social Work Research I

A study of the methods of social work research for social policy and social work practice. The course emphasizes both quantitative and qualitative research processes with the goal of enabling the student to be competent as a “practitioner-researcher.” Prerequisites: SWO 201, SWO 250; any statistics course (MAT 120, PSY 201, SOC 307, or SBS 328). Cr 3

SWO 334 Social Work Research II

In this continuation of SWO 333, students complete an empirical research project. Class members serve as a review committee for all research instruments used, learn the practical aspects of writing quantitative and qualitative research reports, and function as a research support group for one another. Prerequisite: SWO 333. Cr 3

SWO 350 Social Welfare Policy

A critical examination of social welfare institutions, the social problems and social needs to which they are addressed, and the policy decisions which determine the organization and direction of social welfare programs. Prerequisites: ECO 101, SWO 250, POS 101, or permission of instructor. Cr 3

SWO 365 Examining Oppression and Valuing Diversity

This course is designed to provide a framework for understanding and respecting cultural diversity. The cultural aspects of race/ethnicity, gender, sexual orientation, socioeconomic status, and ableness will be discussed. A central theme in organizing the course is the examination of the role of oppression in shaping lives of members of various cultural groups. Prerequisites: SWO 201 or permission of instructor. Cr 3

SWO 370 Human Behavior in the Social Environment

This course examines the ways in which normative and predictable human behavior throughout the life cycle is mediated by gender, race, age, sexual preference, class and culture. The implication of this knowledge for

social work practice will be explored.

Prerequisites: SWO 201, SWO 250; PSY 101, PSY 102 and introductory course in biology. Cr 3

SWO 383 Social Work with Immigrants, Refugees and Asylum Seekers

Considers migration patterns and flows across the globe, introduces critical concepts in immigration and U.S. immigration policies. Community-based services will be explored with a focus on concepts such as cultural competence, diversity, empowerment, anti-oppressive social work, and critical multicultural approaches. Service-delivery efforts/approaches with the population will be considered. Prerequisite: Juniors standing or permission of instructor. Cr. 3.

SWO 404 Methods of Social Work Practice III

This course is a continuation of Methods of Social Work Practice II. It explores the contextual nature of generalist social work practice within a strengths perspective. Emphasis will be placed on the processes of engagement, assessment, and intervention with individuals, families, and groups. Family systems, group, and crisis models of intervention will be presented. This course must be taken concurrently with SWO 412 (Field Work II). Prerequisites: SWO 393 and SWO 411 (concurrently). Spring semester only. Cr 3.

TAH 101 Intro to Tourism & Hospitality

This course is an introduction to the major concepts, issues, and theories of tourism and hospitality as an economic sector and topic of academic study. The course covers a broad range of topics related to the travel experience, from tourism as an industry to the impacts it has on communities and places, as well as on travelers themselves. Students will also be introduced to key elements of the hospitality industry and opportunities for employment within this industry. The course will introduce concepts such as sustainability, planning, and ethical responsibility. This course is required of all TAH majors. Cr 3.

TAH 211 Tourism Entrepreneurship

This course studies entrepreneurship in the tourism industry. Students will learn to identify and develop potential products as well as plan and promote tourism and hospitality businesses. Understanding markets, customer demand, pricing, finances, marketing, sales, and operations of new ventures will all be explored through the business planning process. Case studies and field trips engage students with local entrepreneurs who have taken their ideas and created successful tourism-based businesses. Students will gain experience in innovation and creation of their own business or new tourism product. Cr.3.

TAH 221 Tourism and Hospitality Management

This course introduces students to fundamental concepts of management related to the tourism and hospitality industry. Topics include financial management and accounting, human resource issues, hotel and resort management, food and beverage management, and event management. Examples from Maine and New England illustrate key principles and guidelines. Students will be introduced to standards, practices, regulations and laws in the tourism and hospitality industry. This is the introductory course for the concentration managing in the Hospitality Industry. Cr.3.

TAH 251 Ecotourism and Sustainable Development

Examines the growing role of ecotourism, or travel to natural areas with benefits to local communities, as a tool for sustainable economic development both in Maine and worldwide. Students will learn about the value of small-scale, environmentally sustainable tourism businesses, and their potential role in protecting critical habitats and wildlife while supporting the needs of local residents and communities. Course also examines the challenges and problems associated with such development, from corporate green washing and economic leakage to the impacts of tourism on potentially fragile ecosystems, cultural sites and local communities. Cr.3.

TAH 299 Topics in Tourism & Hospitality

Courses with this designation include special topics in various aspects of tourism and hospitality, offered on a one-time or experimental basis. This designation may also include courses that are cross-listed with other majors at USM and taught by faculty from those programs. Specific titles and course descriptions for upcoming courses can be found in the Course Search section of Maine Street. More information may also be found in the Advising section of the TAH program website. Prerequisites vary by individual course; please see Maine Street. Cr 3

TAH 311 Event Planning and Management

Festivals, meetings, conferences and special events are an important part of the tourism sector. In this class, students will examine many types of events including food and music

festivals, sporting events, business conferences and meetings, and celebratory events such as weddings. Students will learn how to plan and manage events of various sizes and durations, and explore ways of promoting and marketing events that respect local traditions and celebrate community assets. Students may have the opportunity to visit local or regional events and meet planners and promoters. Prerequisite: TAH 211, 221, or 261, or permission of instructor. Cr 3

TAH 406 Applied Research in Tourism & Hospitality

Students will conduct independent research guided by a faculty supervisor on an approved subject related to tourism or hospitality. Research may include literature reviews and qualitative or quantitative methods as determined in collaboration with the supervisor, and possibly with external clients or collaborators. Students must propose a research topic prior to the semester in which the research is to take place, and with enough time to allow the supervisor to approve or amend the proposed research subject. This course may serve as the student's capstone experience if approved as such by the faculty advisor and program chair. Prerequisites: TAH major; permission of faculty supervisor. Cr 3-6

TAH 408 Practicum in Tourism & Hospitality

This course combines a professional work placement with a final project designed to complete a concentration requirement. Students work with a faculty member and client organization, business, or community to gain work experience (generally at least 100 hours) and create or assist with a tangible product, such as a research report, website, promotional material, or conference or other event, that serves the client's needs. Prerequisites: TAH major; completion of all other requirements for a concentration; permission of supervising faculty. Cr 3-6

TAH 410 Seminar in Tourism Promotion

Special topics related to the development and promotion of tourism and hospitality products and services will be examined. Experienced faculty from the travel industry will share their experiences and insights, addressing the potential and challenges of developing and promoting specific types of tourism such as resorts, adventure travel, cruise ships, ecotourism, and niche businesses. Emerging trends in tourism promotion, such as new social media and participatory marketing, will be explored for their potential and limitations. Prerequisite: TAH 101, 211, or 221, or permission of instructor. Cr. 3.

THE 102 Acting for Non-Majors

This course will introduce core students to theatre through the eyes of the performer. Students will gain a basic understanding of theatre as a performing art through lecture, discussion and performance of scenes. Improvisational exercises, relaxation techniques and character analysis strategies will be included. Students will also attend campus and area theatrical productions and be required to write critical reviews of the performances. Cr 3

THE 103 Contemporary Dance I

This course is designed to teach basic contemporary dance skills and vocabulary. The class is divided into two areas of study. Physical and technical development are learned through strengthening and stretching exercises. Proper body alignment is stressed for the most efficient and injury-free movement. Dance phrases are taught to enhance rhythmic and locomotor skills. Equal time will be devoted to improvisational skills and the study of choreographic techniques. Students will be required to attend contemporary dance performances. Course may be repeated once for credit. Cr 3

THE 104 Practicum in Costuming

This course is a laboratory session that allows practical application of theory discussed in THE 334 Costuming, by teaching sewing skills and allowing students to construct costumes for a University theatre production. Practicum is required for theatre majors and recommended for all costuming students, but need not be taken concurrently with THE 334. Prerequisite: sophomore status or THE 101. Cr 1

THE 105 Practicum in Stage Lighting

A course focusing on the practical application of contemporary stage lighting technology and on the implementation of a lighting plot. Cr 1

THE 106 Practicum in Stagecraft

A practicum allowing the application of theory discussed in THE 135 to the construction, painting, and mounting of sets for University

theatre productions. Practicum is required for theatre majors and recommended for all stagecraft students, but need not be taken concurrently with THE 135 Stagecraft. Cr 1

THE 120 Acting: Stage Movement/Voice
This is a practicum course designed to introduce students to basic elements of the creative process of acting. Topics include kinesthetic awareness, techniques of acting theorists ranging from Michael Chekhov to Rudolph Laban, methods of character creation, elementary stage combat, improvisation, and voice and diction for the stage. Course culminates with student presentation of an original performance piece. Cr 3

THE 130 Musical Theatre Workshop I
A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. Prerequisite: restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

THE 131 Musical Theatre Workshop II
A continuation of THE 130. Prerequisite: THE 130, restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

THE 132 Musical Theatre Workshop III
A continuation of THE 131. Prerequisite: THE 131, restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

THE 133 Musical Theatre Workshop IV
A continuation of THE 132. Prerequisite: THE 132, restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

THE 134 Production Management
A survey/lab course designed to familiarize students with the organizational procedures of the theatre production process and stagecraft. Major areas of study include stage management, theatre production management and stagecraft. Additional topics include operation of theatre equipment, crew responsibilities, production scheduling, scene shop practices, and the basic methods of construction and rigging for the stage. This course includes a crew requirement for a University production. Cr. 3.

THE 139 Theatrical Make-up
A practicum course in the fundamentals of design and application of theatrical make-up. Specific areas of study will include the relationship of character analysis to make-up, techniques of highlight and shadow, and make-up for youth, middle, and old age. Additional exercises introduce historical styles, creating a likeness, and nonrealistic make-up. Students will frequently apply theatrical make-up to their own faces in class. Cr 3

THE 141 Theatre Workshop I
A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. The course may be repeated for credit. Cr 1

THE 142 Theatre Workshop II
A continuation of THE 141. Prerequisite: THE 141. The course may be repeated for credit. Cr 1

THE 143 Theatre Workshop III
A continuation of THE 142. Prerequisite: THE 142. The course may be repeated for credit. Cr 1

THE 144 Theatre Workshop IV
A continuation of THE 143. Prerequisite: THE 143. The course may be repeated for credit. Cr 1

THE 170 Public Speaking
An introductory course in the art of public discourse. Primarily a lecture-performance course, students will learn the basics of informative, persuasive, and argumentative speaking, as well as the processes of problem-solving and informative discussion. Cr 3

THE 175 Oral Interpretation of Texts
A course in the analysis and performance of texts (poetry, prose, drama) with emphasis on the techniques used in reading written material aloud to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral reading, an appreciation of that literature. Cr 3

THE 190 Rehearsal & Production
This course provides students with an opportunity to work on a USM theatre production. Production assignment positions include, but are not limited to, wardrobe crew, deck crew, board operators, spot operators, etc. Must be simultaneously enrolled in one section of Theatre Workshop or Musical Theatre Workshop or instructor permission. May be repeated for credit.

THE 230 Designing for the Performer
This course offers the student an opportunity to explore the process of creating an environment for the performer, incorporating elements of scenic, costume, lighting, and audio design. Coursework includes the presentation of multimedia design projects. Cr 3

THE 250 Playwriting
A lecture-practicum course designed to acquaint the student with playwriting principles. Emphasis is placed on the one-act play form. Students will be required to complete a series of creative exercises culminating with writing of a one-act play. Prerequisite: THE 150. Cr.3.

THE 271 Creative Drama
Study of methods for introducing young people to theatre as a total art form. Course to include the development of children's plays through improvisation as well as traditional children's literature. Work with children in various community settings will provide practical experience for the student. Cr.3.

THE 290 Advanced Rehearsal & Production
This course provides students with an opportunity to work on a USM theatre production. Production assignment positions include, but are not limited to, actors, stage managers, designers, assistant designers, etc. Must be simultaneously enrolled in one section of Theatre Workshop or Musical Theatre Workshop or instructor permission. May be repeated for credit. 3 Cr.

THE 299 Topics in Theatre
"Steppin' Out with my Baby" - An introduction to the basics of ballroom and contemporary dance styles including waltz, foxtrot, quickstep, tango, swing, samba, rumba, and cha-cha, among others. Cr 3

THE 325 Directing
This course is designed to train students in theatrical organization and rehearsed techniques. It encompasses composition, picturization, movement, and rhythm. Some practicum is involved. Prerequisites: THE 150, THE 220, and THE 230. Cr 3

THE 331 Scene Design
Lecture and practicum in stage scenic design. Emphasis on the visual art and drafting of designs. Prerequisites: THE 150 and THE 230. Cr.3.

THE 353 Dramatic Literature and Theatre History III: 1800-present
This course examines the dramatic literature and history of Romanticism, Realism, Naturalism, Expressionism, Epic Theatre, Absurdism, and Contemporary Theatre. THE 353 asks students to think about theatre in a broad array of cultural contexts. This class focuses on sharpening students' written and oral communication and critical thinking skills. Prerequisites: College Writing, THE 150; THE 150 may be taken concurrently. Cr.3.

THE 375 Performance Art
This theory and practice course allows students to balance ethics and creativity in image-making, while experimenting with the aesthetic interpretation of texts. Visual/performance projects focus on extra-textual elements such as sound and low-tech light, symbols/images, found environments and/or installations. Theoretical and practical readings accompany black box exercises and one public performance. Cr 3/

WGS 101 Introduction to Women & Gender Studies
This course explores from a variety of perspectives the following inter-related themes and topics: the economic, political, and social status of women as a group and in discrete cultural contexts; the politics of representation, or how ideas about femininity and feminism are promoted throughout the media and other vehicles of culture; the construction of "consciousness," both through the media and through feminist tactics; women and collective action in the past, present, and future. This course is writing-intensive; students are expected to practice their writing skills through formal essays. Offered every semester. Cr 3

WGS 201 Women, Knowledge, and Power
This course examines the ways in which the politics of knowledge production shape culture and gender relations. It explores the ways

women and men have historically resisted, subverted, appropriated and reformed traditional bodies of thought. Prerequisites: WST 101I, EYE 109 or permission of instructor. Offered spring semester. Cr 3.

WGS 245 Topics in Culture and the Arts I
Courses in this category will examine vehicles of culture from the perspectives of gender including feminine, masculine, and trans. These perspectives will be used to interpret the plastic, literary, and performing arts. Course readings may focus on gender and the production of culture; on how gender has been represented in written, visual, or oral texts; or on gender and aesthetic theory. Possible subjects may include feminist philosophy, feminism and film theory, gender and the history of music, and gender in popular culture. Cr 3.

WGS 265 Topics in Gender and Institutions I
Courses in this category will focus on gender relations and the social and institutional construction of the category "women." Social structures and institutions create and reinforce assumptions about sex and gender, women and men, and masculinity and femininity, thus ultimately shaping the gender experiences available in society. The emphasis may be on industrial or non-industrial societies and institutions, law and legal institutions, economic institutions, subsistence strategies in non-industrial societies, systems of stratification, conceptual systems, or education. Cr 3.

WGS 320 Advanced Topics in Women and Gender Studies
Advanced topic areas not already covered by regular course offerings will be offered. The course may be repeated for credit when different topics are offered. Cr. 3.

WGS 335 Topics in Science, Technology, and Health II
Courses in this category will include a critique of traditional science, technology, and medicine, as well as offering feminist perspectives on knowledge, health, and power. Each of these courses will ask similar questions about how scientific thinking and gendered technologies affect bodily experience; how science's view of the female/male, feminine/masculine and gender-queer is problematized by reading works of fiction; how science creates racialized and sexualized subjects; and how science can be used to "talk race and fight racism." (bell hooks) Prerequisite: WST 435 requires permission of the instructor. Cr 3.

WGS 345 Topics in Culture and the Arts II
Courses in this category will examine vehicles of culture from the perspectives of gender including feminine, masculine, and trans. These perspectives will be used to interpret the plastic, literary, and performing arts. Course readings may focus on gender and the production of culture; on how gender has been represented in written, visual, or oral texts; or on gender and aesthetic theory. Possible subjects may include feminist philosophy, feminism and film theory, gender and the history of music, and gender in popular culture. Cr 3.

WGS 355 Topics in History and Resistance II
These courses explore the history of forms of gender and women's activism located not only in governments, political parties, and unions but also in collaborative activities and grassroots organizations. Emphasis is on the relationship between gender activism and social, economic, and cultural change. Topics include the way struggles for national liberation have deployed concepts of gender; working class women in contemporary and historical movements; struggles for equal rights including gay rights and trans rights; the 19th-century women's movement; women in peasant revolts; everyday forms of gender resistance; union organizing; the politics of identity as practiced by women, men, gays and queers. Cr 3.

WGS 365 Topics in Gender and Institutions II
Courses in this category will focus on gender relations and the social and institutional construction of the category "women." Social structures and institutions create and reinforce assumptions about sex and gender, women and men, and masculinity and femininity, thus ultimately shaping the gender experiences available in society. The emphasis may be on industrial or non-industrial societies and institutions, law and legal institutions, economic institutions, subsistence strategies in non-industrial societies, systems of stratification, conceptual systems, or education. Cr 3.

WGS 380 The Politics of Difference



LIVING SITUATIONS SURVIVAL GUIDE

Hannah / Design Director

Dorm life isn't amazing, but the people you meet definitely are

Dora Thompson
Free Press Staff

I've lived on campus my entire college career. I've been awakened by the alarm clock of the girl in the room next to me. I am occasionally lulled to sleep by my neighbor's opinions of the performance of their teammates in *Call of Duty*. Hair of all colors coat the walls of the showers in the bathroom that I share with a dozen others. Regardless of the constant sounds and often strange living conditions, I live in Woodward Hall and I absolutely love it.

When I first moved into college I spent hours lugging in boxes and bags while my mother cried as she wondered if I had enough band-aids. I was so excited to meet my new roommate. I pictured a Zoey 101 esque scenario of two girls navigating the rough collegiate world together. Unfortunately it didn't go exactly how I had thought it would.

As always, getting assigned a random roommate is a huge hit or miss. Some say that allowing a random roommate will help you expand your horizons and make new friends. While this is true, I would suggest rooming with a someone

you already know. While going out of your comfort-zone in college is essential, the person you're going to be spending most of your day five feet away from is not something to risk. New friends can be made elsewhere, in places such as the classroom and students groups you can find on campus. Whether it's your close friend from high school or someone you met on your class Facebook page, it's better to assure that you two will get along before agree to live together. Lifestyle choices like bedtimes, cleanliness and visitor frequency are extremely important. Silent resentment between roommates can affect your mental health and your grades.

Although USM has nice dorms for students, it certainly isn't a five-star hotel. Depending on what dorm you live in, you will experience stained mattresses, drafty windows, leaky ceilings and a cold shower or two. Some may say this adds character to the older buildings, while others will be signing the lease to an apartment as fast as possible.

Living on campus almost always means you're permanently bound to a campus meal plan. Lots of college students take issue with this, saying it is too costly for the quality of food

they receive. I do think it's way too expensive, but at this time in my life it's incredibly beneficial to have access to food all the time.

Students can always go to the few local restaurants within walking distance, if they need a change of pace in food. For not having to grocery shop or prepare any meals, I think don't complain.

A huge complaint from students living on campus is parking. USM parking is very limited and often times students will have to park far away from their dorms because their designated lots are filled. Parking tickets go out frequently and students are even towed for parking in commuter lots. I think it's better not to have a car on campus at all. If you do need a car to travel home on the weekends or to just have that extra freedom, anticipate a little walking from parking places.

Another drawback of living on campus living is that you don't get a lot of alone time. I used to relish showers, just because it was the one moment I got to be by myself. Such lack of privacy can be frustrating if one needs to have a private phone call or a good cry. I had a single room my second year in order to have my own space. It is important

to remember that this is an option, as well as suite-style housing. Many people suffer from chronic oversocialization in the dorms.

When you disregard the fact that you'll have to talk to everyone around you, it can also be super helpful to have the support of friends close by. What other time in your life will all of your best friends within walking distance? It's a blessing to be able to walk to a friend's dorm at 3:00 a.m. for academic or moral support. It's unearthly beautiful that if I don't have a fork in my room I can walk to my friend's room upstairs and ask for one. Friendships certainly run deeper in college for this reason.

USM is also small enough so that I see a lot of familiar faces throughout the campus and cafeteria. You'll know the RA's, the guy who does laser light shows outside of Robie Andrews and the girl who is always in the cafe. The dorms have just as much soul as the people do.

Living on campus also means you get to be a part of campus lore. There are dorm ghost stories, hidden art pieces, ancient graffiti, age-old sledding hills, secret forest trails, traditions and history. You get to be a part of place that has meant

so much to so many people. These dorm rooms have seen dreams being born, changed, molded and extinguished. They've seen great work and student tears and taken virginities. This age is so electric for everyone and it's impossible not to strongly emotionally connect with the place that has had so many people pass through it's rooms.

Even though your sleep may be interrupted with college noises and your dorm might vaguely resemble a prison cell, I guarantee you will absolutely adore living on campus. It is rare to share a building, let alone campus, where hundreds of people that are going through the exact same thing you are. You can tell in the understanding look students give you when you come in the cafe looking exhausted on a Sunday morning or you're surrounded by books in the lobby during finals week. We study together, we party together, we regret partying together. Everyone is growing up, figuring life out and making mistakes: and love being right in the middle of it.

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How living off campus reminds you of the things you don't have

Krysteana Scribner
Editor-in-Chief

When I first started college, I had the option to live on campus but decided that it was in my best interest to live at home for a year or two and save my money. I would drive forty minutes each day to campus, spending late nights in the library and early mornings drinking black coffee and writing newspaper articles for the Free Press. I lived at home, I lived in a furnished basement apartment with a boyfriend for a while, I lived at home again and now I've recently found myself settling into an apartment that's only six minutes from USM. I've always lived off campus, although I've been told living at the dorms is an essential part of the college experience. Living off campus has been a wild ride of uncertainty, but I'm enjoying every minute of it.

One of the first things I learned right away about living off campus is that you'll have to go out of your way to socialize, because living off campus means being alone unless you choose otherwise. Although doing homework alone in your bedroom may sound relaxing, try joining a campus study group so you can't make up excuses to take a nap or make a huge meal to avoid doing homework. Take time to look

into student groups that you can participate in and try your best to make new friends in the cafeteria or in the classroom. Sure, the awkwardness of approaching someone may be paralyzing, but friendships made in college are certainly worth your while.

It's easy to get caught up in school, work and everything else life throws your way. When you're living on campus, making time for friends can seem like planning an event. Not only is it important to make new friends if you're living off campus but it's also essential to make time for old friends once in a while, even if it is only for a few hours. These may be the people that stuck with you through your awkward years or stood proudly by your side when you went through your rebellious teenage phase. Whoever these incredible people are, it's nice to catch up and stay in touch. Even friends who live too far to visit can be reached by a simple phone call at a time convenient for both of you. Not only will these conversations be fun but they will keep you and your friend close and give you the nostalgic feel of home from wherever you may be living.

Roommates are a gamble, but I can say I'm lucky enough to have two great roommates to share my space with. Bills are never fun to

pay, but there is something about splitting a huge rent bill between three people that make's you feel like a lottery winner. Your roommates will have friends over and sometimes you won't feel like socializing with them. Try your best to be kind and make at least some small talk - you can shut yourself in your room once you've said a courteous hello. Living in an apartment with other students at USM is nice because I get the freedom of escaping to my room while still getting the opportunity to meet new people every now and then. I find that my apartment is usually quiet and having my roommates around gives me the little bit of socialization I may need every day.

I'm still relatively new to living in an apartment, because living at home meant having the fridge always magically stocked by who my father used to call the "food fairy." I looked in my fridge the other morning and noticed its contents: half a gallon of milk, a can of ravioli and for some reason, a bag of chips. Here is a huge word of advice that I wish I could have taken myself as a freshman: If you have to buy your own groceries, try your best to buy healthy food. Incoming freshman who are living on their own often gain what is called the "Freshman Forty": 40 pounds of excess body

fat that comes from eating ramen everyday and drinking too much beer at house parties. This happened to me, some of my friends and even people I'd went to high school with who had been skinny their whole lives. This isn't to say that excessive junk food intake was the cause of this transformation or that gaining some weight is a bad thing. Eating healthy is just generally good for you, especially when you run on coffee and 3 hours of sleep every day like myself.

Speaking of the "food fairy," my house also have something my mother would call the "cleaning fairy" which was a fantastical creature that would visit the house and clean it overnight when all the children were sleeping. Unfortunately, apartments don't come equipped with this kind of convenience. Instead of putting a dish in the sink and thinking "I'll clean this tomorrow" just rinse it off then and there. Otherwise, you'll come home to what smells like a dead carcass in your kitchen and having the inevitable stress of knowing you have to dig through the sink and wash those dishes. Apply this cleaning technique to everything in your life. Living off campus is hard because you don't usually have other people to care about the mess you make - but for the sake of your sanity, keep it

organized. That way if you do happen to get a hot date to come home with you, your room doesn't look and smell like a medieval dungeon.

Living off campus comes with a variety of freedoms that you certainly couldn't have living at the dorms. I can have friends over whenever I want and we can stay up late with the lights on and talk about life in the privacy of my very own living room. If I decide I want to leave home at 2:00 a.m. to grab some fast food to curb the fear of finals week approaching, I simply just go because no one is around to keep track of me. It's a freedom that can be scary at times and even overwhelming, but adulthood outside of campus is simply a learning experience and I wouldn't have it any other way.

I'm sure I could write a list of advice that would stretch at least fifty pages, but simply put: Living off campus is a roller coaster ride. It has its good times, its stressful times, its downright terrible times. Roommates are a gamble, socialization is a must and regardless of where you're living you will most likely survive on coffee - just don't forget to buy it yourself, because that's what adults do in the real world.

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If I could send a letter to my younger self

What I wish someone had told me as an incoming freshman in college

Krysteana Scribner
Editor-in-Chief

Don't let your major be the death of you: You either think you have your major figured out or you don't - either way, you're going to change your mind and it may happen more than once. You may doubt yourself in choosing and you may spend too much time thinking about it when you could be having fun. Just relax and know that when you find yourself doing something that is both fun and rewarding, you've finally found your path.

Make the most out of student organizations: I'm sure this statement had been said to you before, but I'm going to tell you again. These are going to be some of the best years of your life. You're going to meet lots of new people and go to so many new places. Get involved and find people who strive for success in a similar way as you. Push your boundaries, but stay within comfort level. Try new things and don't be afraid to fail because you can always stand back up. Getting involved in something is so important! It can lead to gaining life long friends, give you connections to jobs and internships and provide you with memories that will last a lifetime.

Work hard and take nothing for granted: Bills are ridiculous and annoying. Save up your money so you can gain the freedom of an

apartment or a car if you haven't already. Pay bills ahead of time and keep up with expenses, because those will come back to haunt your nightmares (for real though, it's scary). Save change in a jar and one day travel with it. Take out minimal loans and work at jobs that will be relevant to your degree. Money will always be the number one currency, so why wouldn't you do all this to stay afloat?

Call someone you love once a week: No, I mean it. Give your mother a call and tell her how much you love her. Call your dad and ask him how his day was. Call your brace face sister who always annoyed you as a kid and ask how she's doing in school. These are the people that helped form you into the person you are today. They may have raised you or simply been there when you needed a shoulder to cry on. Let them know how much they mean to you, because isn't family the most important thing at the end of the day anyway?

Don't overwhelm yourself: Being a full time student means having a full work load. If you have a job or two on top of that, your twenties may seem consumed with all work and no play, as the saying goes. Don't overwhelm yourself. Taking a full course load can mean taking the minimum credits needed to be a full time student (which is around 12 credits). If a class seems

too difficult, don't wait until you're drowning in bad grades to drop the class. Even though you have a month to drop the course for a withdraw to take place of a real grade, you won't get your money back. It's so important to make realistic goals and even more important to create a realistic schedule.

Love and accept change: When I was a freshman at USM I thought I had it all figured out. I wanted to be a psychology major with a minor in a ASL. Not only was I completely wrong, but other things in my life changed too. My boyfriend at the time was on a completely different life track, I contemplated my major, I worked at Hannaford in Saco and felt distanced from old friends because I was off at college working hard for a degree. The truth is, every one chooses a different life path. People will come and go from your life, and the one's who stay will probably always have your back. You'll make lots of new friends and maybe even make connections with old ones. You'll make good and bad decisions and learn from the experiences you go through. College shapes you into a completely different human being. It's the place you figure out what you want and who you are.

Be childish once in a while: Just because we're all adults doesn't mean we can't go back to childhood tendencies every



Krysteana Scribner / Editor-in-Chief

now and then. Request off every Sunday from work to play Donkey Kong on the Nintendo 64 (if you've never played this game, you're really missing out). Eat ice cream after class while watching Digimon. Listen to Lou Bega's "Mambo no. 5" while dancing in the shower. This may sound a little ridiculous and not similar to things you did growing up (I was honestly a strange child) but you get the gist. Take yourself back to times when you had no responsibilities, because it's refreshing to close your mind to real-life every now and then.

Write down things that happen to you. Good and bad: When I say this, I try not to think of a diary - because we all know diaries are for little girls who wear pigtails and have milk with their toast ev-

ery morning (right... right?). Honestly though, keep a journal. Write down your favorite college memories, even if you don't like to write! Keep photos in an album and never take your memory for granted. It's fun to go back and read about things that were frustrating you a month before and see that it's just a lost thought now. Writing down your memories during your time in college will give you the ability to look back and feel nostalgic, as well as realize that stress is in the moment and not forever. Be good to yourself during your time at USM, because this time will go by in the blink of an eye.

krysteana@usmfreepress.org
@Krysteana2016

USM Sullivan Recreation & Fitness Complex, Portland



Summer 2015 Hours of Operation

Sunday	Closed in summer
Monday-Thursday	5:45 am - 9 pm
Friday	5:45 am - 7 pm
Saturday	6:45 am - 1 pm

All Activities end 15 minutes before closing.
Schedule is subject to change.
Call 780-4169 or visit our website for details.

Memberships

If you're a current USM Student, you're already a member!

Day Pass Fees	Fee:
Fitness Center Day Pass:	\$5
Fitness Center Week Pass:	\$15 per week
Basketball Day Pass:	\$5
Racquetball Day Pass:	\$7.50

Visiting college summer \$45.00 Through Labor Day

Available for those not taking USM Summer classes

Membership options: www.usm.maine.edu/sullivancomplex

To renew your Sullivan Complex membership call 780-4169, Info Ctr.

ID's: Every person who enters Sullivan Complex must show a valid USM Photo ID or a government issued ID for access to the facility.

No exceptions! A USM Campus photo ID must be acquired for access!

Risk Release Forms: An assumption of Risk and Release is required to be completed at the time of purchase by each member for participation in all activities and programs held within the Sullivan Recreation & Fitness Complex.

Minimum Age: No unaccompanied minors 12-17 are permitted in the facility. Persons aged 12-17 years of age are permitted in the facility only when accompanied, and directly supervised within sight and vocal range, by a parent or guardian 18 years or older. Minors must be supervised by parent or guardian of same gender in appropriate locker room facilities. These policies apply to holders of day passes, as well as memberships. (Unisex restroom facilities are available, ask staff members for locations).

Services

Services available with a valid 3 month minimum membership

Towel Service: Clean towels for showering after your workout.

Fee: 3 months \$7, 6 months \$12, 12 months \$20

Lockers:

Half Locker Fee: 3 Months \$7, 6 months \$13, 12 months \$24

Full Locker Fee: 3 months \$12, 6 months \$18, 12 months \$30

Laundry Service: Save time with our laundry service!

Fee: 6 months \$28, 12 months \$50

Saunas: Saunas are available in women's and men's locker rooms

Body Shop & Fitness Center

Fitness Programs can be found on the web:

<http://usm.maine.edu/sullivancomplex/usm-fitness-center-body-shop>

Choose from a program that includes a fitness evaluation and a tailor made fitness program designed to meet your goals with supervised basic training sessions by our Fitness Center Personal Trainer.

Registration Information

To Register: Go to the USM Sullivan Recreation & Fitness Complex Office, 104 Sullivan Complex with your USM student photo I.D card beginning May 4, 2015. Classes are subject to change. Stop in or view website for updates on program offerings.
www.usm.maine.edu/sullivancomplex

Basketball & Racquetball Courts

Basketball

Drop-In hours vary. Please check our website for an updated schedule

Call 780-4169 to confirm availability

Bring your own basketball for play during open gym times!

Racquetball/Squash/Wallyball:

Courts can be reserved up to 1 week in advance.

Cost: Non-Members: \$5 day fee and \$2.50 court fee

Bring your own racquet for play as racquets are not available!

Student Group Activities in Main Gym

Fencing: Schedule: Tuesday 6pm-9pm - on Luther Bonney Lawn

Fencing is only held inside during inclement weather in summer.

Fee: Free for students and members with campus ID, \$5

public

FMI: E-mail the Blade Society usmbladesociety@gmail.com

Indoor Soccer - Participants play outside in summer months

Ultimate Frisbee: Tuesday 7pm-9pm - Held outside summers

Ultimate is only held inside during inclement weather

Fee: Free for students and members with campus ID, \$5

public

FMI: Visit Portland Ultimate Frisbee: www.portlandultimate.com

USM Community Discount Offerings

Discount Program offerings through University Community Recreation & Fitness for Students, Faculty, Staff, and University Community members with a valid Campus Photo ID. Dine Around books, Sunrise Guides, Amusement park discount tickets at Funtown/Splashtown USA, Six Flags New England, Water Country, Canobie Lake & More! For a complete listing of all ongoing specials visit the following website: <http://usm.maine.edu/sullivancomplex/university-community-recreation-fitness-discount-offerings>

Massage & Reiki Therapy

Therapeutic:

Appointments available with a Licensed Massage Therapist.

FMI: <http://usm.maine.edu/sullivancomplex/therapeutic-massage>

Fee: \$45 for 60 minutes or \$65 for 90 minutes

Schedule: Appointments made in advance by calling 780-4939.

Therapists often need a couple of days to a weeks' notice for scheduling appointments as they schedule at other locations based on interest!

Fitness Activity Programs

All programs require pre-registration

Schedule is subject to change - Pdf Available on web

CROSS TRAINING:

This program includes cardiovascular and anaerobic exercises, strength training, and plyometrics! This is an advanced group exercise fitness program. Instructor Maureen Higgins.

Drop in as part of the group exercising together boot camp style!

Schedule: M-W, 5:15pm-6:00pm (2 day/week)

Begins: 5/11/15 Ends: 8/26/15

Ongoing year round drop in group activity

Fee: Free students, \$20 member, Alumni, Faculty/Staff

or Gen Public w/membership, \$75 without membership

INDOOR WALK/JOG DROP IN AM:

Open gym time for walk jog. The main gym is 12 laps to a mile.

Schedule: M-W-F 6:00am-9:00am (3 day/week)

Schedule: T-Th 12:00pm-1:00pm (2 day/week)

Fee: Free to Students, Alumni, Faculty/Staff or Gen Public

w/membership w/Campus ID & current gym members,

\$5 drop-in day fee for all non-members

PICKLEBALL:

A paddle sport created for all ages and skill levels. The rules are simple and the game is easy for beginners to learn, but can develop into a quick, fast-paced, competitive game for experienced players.

Schedule: T 1:00pm-3:00pm (1 day/week)

Begins: 5/12/15 Ends: 8/25/15

Fee: Free to Students, Alumni, Faculty/Staff or Gen Public

w/membership w/Campus ID & current gym members,

\$5 drop-in day fee for all non-members

SPIN IT!:

Group fitness workout on spinning bikes. Instructor Jillian Magee.

Limited to 14 participants.

Schedule: M-W 6:00am-7:00am (2 day/week)

Begins: 5/11/15 Ends: 8/26/15

Fee: \$10 students, \$20 member, Alumni, Faculty/Staff or

Gen Public w/membership, \$90 without membership

YOGA: Pre-registration for yoga class offerings is a must. If you are signing up for this program, you should be prepared to make a 15/16 week commitment to one class per week.

Instructor Severina Drunchilova

Schedule: Classic Yoga-Tues 12pm-1:15pm (1 day/week)

Begins: 5/12/15 Ends: 8/25/15

Fee: \$20 Students, \$50 members, Alumni, Faculty/Staff

or Gen Public w/membership, \$100 without membership

Connect with Us!

For more information and/or current program offerings, stop by our office at 104 Sullivan Recreation & Fitness Complex, call our Information Center at 780-4169 or Admin Manager at 780-4939.

www.usm.maine.edu/sullivancomplex

Sullivan Recreation and Fitness Complex



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To Do List:

- ☐ Cut out Bookstore coupon from this page.
- ☐ Use it on a USM Tee or Hoodie that will make you look **STYLIN'** when you get to campus.
- ☐ Use the USM Bookstore Website to order your Fall text books.
- ☐ Buy USM car decals for your family so they can show how proud of you they are!
- ☐ Add the USM Bookstore on Facebook and Twitter for updates on sales and cool events.
- ☐ Enjoy the rest of Summer!

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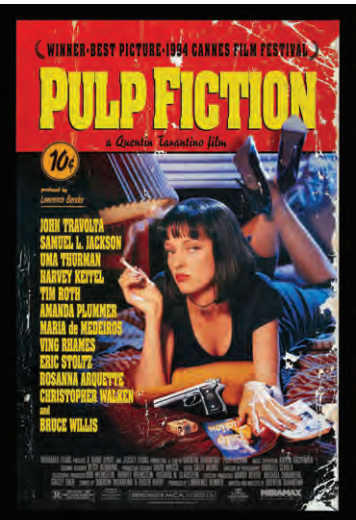
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HEAVY ROTATION

WHAT CAUGHT THE EYES AND EARS OF OUR STAFF THIS YEAR



Quentin Tarantino

Pulp Fiction

When you're done with finals, *Pulp Fiction* is the perfect movie to sit back and unwind with after a long, stressful year. Written and directed by Quentin Tarantino, *Pulp Fiction* is a movie with a little bit of something for everyone to enjoy. The movie revolves around three stories: two hit men doing a job, a man taking out his boss' wife and a washed up boxer trying to get his father's gold watch back. Samuel L. Jackson's performance as Jules Winnfield will have you laughing hysterically every second he's on the screen. If you haven't seen the movie now is the perfect time to watch.

- Zachary Searles
News Editor



Marvel Studios

Avengers: Age of Ultron

If you've been waiting for the next *Avengers* movie with great anticipation and still haven't seen it yet, I really suggest you do. *Avengers: Age of Ultron* immediately starts off with an action packed scene introducing each character in an epic battle. With an interesting relationship development between characters and an amazing fight scene between the Hulk and Iron Man, every minute of this movie is worth paying the ticket to see it while still in theaters. A surprise death at the end of the movie left me wide eyed and open jawed - but you need to see it for yourself to know who it was.

- Krysteana Scribner
Editor-in-Chief



Northern Lights Films

It Follows

It Follows is one of the best horror movies I've ever seen. The film is about an unknown entity that can take the form of any human, a complete stranger or someone close to you, that is sexually transmitted through people. The straight-faced, slow walking idea is so deliciously simple and surprisingly more terrifying than all the fake blood and gore that's ever spattered the silver screen. The film follows five teenagers as they run from and transfer the "it," which takes the form of old ladies in hospital gowns, terrifying children, or the character's relatives. *It Follows* will make you think. It will absolutely become a horror classic.

- Dora Thompson
Arts & Culture Editor



Art House Records

Voice Memos: Brika

This newly rising music goddess was brought to my attention only recently. Her music has a classy 1950's feel to it in which I play on repeat and never get sick of. Her music features a variety of classic instruments that aren't often heard in today's pop genre. From pianos, to saxophones to clarinets and drumsets with simple beats, it's hard not to find her music catchy. She reminds me of a classier Meghan Trainor whose music isn't overwhelmed by life lessons. What makes her even more impressive is her ability to play a variety of the instruments featured in her songs. She seems to be your typical 21 year old trying to find her path in life and is doing a really good job at it too. Although she isn't widely known, she's definitely an artist to watch for this year.

- Krysteana Scribner
Editor-in-Chief



Self-Released

Lawyers in Love: Jackson Brown

There is nothing that fills me with a more heart-wrenching nostalgia than an album like this. Browne's pop rock ballads are the perfect soundtrack for an 80's movie-like summer. Slightly politically infused and ridiculously catchy, these songs critique materialism and worry about nuclear war. The lyrics are both witty, concerning, and relatable. It's perfect for rebellious teenagers that want to poke fun at their parents with conservative values. I want it to blare through the speakers of my beat-up Chevy as I speed down back roads, when going to jump in a lake with my friends or when I go to a tailgate party under the stars. So consider going back in time for your summer play lists to take you back to a better time.

- Dora Thompson
Arts & Culture Editor

What caught your eyes and ears this week? Let us know! arts@usmfreepress.org

aramark

USM DINING LOCATIONS
IN PORTLAND

Woodbury Food Court

Monday–Thursday: 7:30am–7:00pm
Friday: 7:30am–2:00pm
Saturday& Sunday: Closed

Luther Bonney POD Express

Monday–Thursday: 7:30am–9:00pm
Friday: 7:30am–6:00pm
Saturday: 7:45am-1:00pm

Law School Café

Monday–Friday: 7:45am–2:00pm

Whether you're new to USM's Portland campus, or have been around for a while, one thing is for sure—if you're hungry, we've got you covered! USM Dining has what you need, when you need it. From a full meal, a light snack or a boost of caffeine to get you through your crazy schedule, USM Dining is proud to offer convenient locations throughout the campus stocked with variety and value.

Woodbury Food Court is our largest dining venue on the Portland campus. Local brands, Coffee by Design and Portland Pie, are serving up all your favorite coffee and espresso drinks and pizza pies with some of the most unique combinations around. Nestled within the food court, you'll also find a made-to-order deli and grill, hot food bar, tons of "grab & go" items, plus a self-service salad bar stocked with locally grown produce. Oh and did we mention, we've also got some of the nicest staff around just waiting to make your next meal fresh and delicious.

On the run? Visit the POD Express in Luther Bonney or the Law School Café for a quick snack or meal. With "grab & go" sandwiches, salads, parfaits and fruit cups, plus hot soups, cold beverages, fresh bakery, coffee and all your favorite snacks, you'll be sure to find what you want. And fast! Even better, USM Dining makes dining on campus simple and affordable. With competitive prices and multiple forms of payment accepted, you're able to get exactly what you're looking for a great value. For students living on campus, you're able to use your Dining Dollars at all of the Portland campus locations. For added value, you can also now use a meal swipe at Woodbury Food Court for your meal. Not on a meal plan? Commuters can also take advantage of added value by loading Dining Dollars onto their ID cards. Adding Dining Dollars gives you an automatic bonus, anywhere from 5-20%. For example, if you add \$300 onto you ID, USM Dining will credit your account with \$360 to spend. That's FREE money! Pretty sweet deal, huh?

If you're interested in learning more about USM Dining locations, or how to add a meal plan or Dining Dollars to your account, visit www.usmdining.com or stop by the USM Dining office at Woodbury Food Court.

WHAT YOU NEED TO KNOW ABOUT WORK STUDY

Abigail Johnson-Ruscansky / Design Assistant

Francis Flisiuk
Contributor

For many, the first year of college can also serve as their first adult experience. Freshman are thrust into the world of living alone, folding their own laundry and arguably the most important aspect: making their own money. According to some current USM students, acquiring a job is one of the most vital parts of attending college but often the most daunting.

However, besides offering the

courses that will prepare for a future career, USM is also an incredible resource for current job openings, with some that require little experience. There is a plethora of student jobs available that not only make your college experience more affordable but also help build your resume with relevant skills and increase your closeness and involvement with the USM community.

According to Chris O'Connor, the Director of Portland Student Life, if financial aid has awarded you federal work study funds, getting a job is almost guaranteed.

"If a student has work-study, they'll find a job on campus no doubt," said O'Connor. "You can come to campus with whatever interest you have and find something."

O'Connor stressed that even if you don't have work-study but you're willing to take the initiative and ask around, there are still opportunities through department funding.

According to O'Connor, work-study jobs have varying levels of engagement and responsibility, but all can become another way to get involved, meet friends and satisfy

your personal interests.

"We're all under the same roof, and we learn a lot from each other," said O'Connor.

Work-study awards typically come in two packages of \$1,750 for each semester. This roughly amounts to about 15-20 hours of work a week, a schedule that some consider easy to balance with schoolwork and even a potential second job. For a full list of all current job openings on campus, visit usm.experience.com. It displays stipend and work-study positions, as well as jobs from employers outside the college community,

that seek the skills of USM students.

For those that want an instant idea of the varied work environments that USM offers, below is a short guide to the work-study options students should take advantage of right away.

"If you've been awarded work-study, use it," said O'Connor.

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[@FrancisFlisiuk](https://twitter.com/FrancisFlisiuk)

Academic Departments

Check to see if your advisor has any job opportunities within your own academic department, because according to O'Connor they can often serve as a stepping stone into the field you're striving for.

"It's a good way to get your foot in the door," said O'Connor.

Working directly with the people who have earned degrees in the same prospective field as you, can be extremely beneficial to honing a specific skill set. This is certainly true in the case of senior information technology major David Fox, who views his work-study job as pertinent to his interests and sees it as paving the way for what he wants to do once he graduates.

"It's helping me to practice what my future jobs will most likely entail later on," said Fox. "It's a really good experience that I've learned quite a bit from."

For Fox, his job means providing technology and media services to any student or faculty that requires some.

"They're the backbone of most classes nowadays," said Matt Becker, a senior media studies major.

Fox has learned a lot of different things about the Mac operating system, like understanding the settings and how to change displays, which he said he probably wouldn't have learned any other way.

"I've come to realize just how in the dark a lot of people are about technology and how to use it," said Fox.

Exploring your academic and personal interests by working at an academic department does not always confine you to a desk or office either. The theater department in Gorham for instance has student work available in various workshops to learn specific aspects of putting on a stage production.

According to Martin Bodenheimer, a senior theater major, the workshops are professional set-up and include jobs in areas like lighting, scenery and costume design. There are also positions at the box office selling tickets, or as an usher which has the perk of being able to view all the shows for free. Many students that work in the theater department do so because of it coincides with their major and often take lab classes to complement the job and learn the necessary skills faster.

"These workshops help when applied to a real world setting because it prepares you for future job expectations," said Bodenheimer. "I learn something new every time I go to my job."

Bodenheimer said that jobs in the theater department are often time intensive but he sees that as a good thing. Taking advantage of awarded work-study can forge meaningful relationships with professors on campus, in what Bodenheimer views as an extended learning experience. For Bodenheimer, Shannon Zura an assistant professor of theater fills the role of mentor and also is the reason why he enjoys his job so much.

"She's just fun and easy to work with," said Bodenheimer. "These professors are personable and genuinely concerned for student's preparation of becoming a marketable employee after leaving campus."

Portland Student Life

Jobs offered in the Portland Student Life office are all about community involvement. If you're interested in meeting new people, learning about student organizations or just knowing what's happening on campus, becoming a member of Portland Student Life or the subgroup the Portland Events Board will suit your gregarious personality.

According to O'Connor, new hires join one of several "involvement teams" based on your strongest skill sets. The main goal of the department is to promote and market various campus events, through methods like social media or student designed flyers. The opportunities to meet friends and worthwhile college contacts are plentiful because student life workers are always directly involved with campus events, from the orientation fair to senior week. These students get to work behind the scenes on almost every campus event and learn a great deal about organization and leadership.

For Brianna Wolfe, a former chair of the Portland Events Board and senior business major, is glad she joined and said that her job was a wonderful opportunity that taught her things she wouldn't of known about otherwise, like what events are worth going to and how to stay organized.

"Portland Events Board has allowed me to grow and become more involved and aware of the USM community," said Wolfe. "They're also much more flexible around my schedule than any other job."

According to Wolfe, the promotion and general office and communication skills that she learned at Portland Student Life, actually helped her land her current job at a local insurance agency.

For more information on the specific job tasks and how to get involved contact Chris O'Connor at oconnore@usm.maine.edu.

Sullivan Gym

Anyone who's even remotely interested in either athletics, health and wellness or outdoor recreation should consider applying for a work-study position at the Sullivan Gym and Recreation Center. There are several groups that allow students to make some money but also learn some great facets of personal health and wellness.

A job at the gym can expose you to many different groups and classes like: yoga, cross-fit, spin and even racquetball and ultimate frisbee. Here's a job that releases you from being completely tied down to a desk and may inspire you to finally start getting in shape. Working with the Southern Maine Outdoor Recreation Group may even get you off campus. They plan several hiking, kayaking and skiing trips all around the state, which sounds more like a vacation than a work shift.

"If you have an interest in outdoor recreation, the S.M.O.R. would be perfect for you," said O'Connor. "Sometimes if students have an interest in something, they just want a job where they can talk to someone about it."

WMPG

Sometimes work-study jobs have the benefit of just being plain fun. At least that's the case for Cat Smith, a senior media major and her job at the WMPG radio station. According to Smith, since she joined in her freshman year, she felt that she became a worthwhile contributor to the USM community.

"I wouldn't have been as involved in campus life, if I hadn't joined WMPG," said Smith.

Smith said that through her job at the college radio station she managed to break out of her shy stage and boost her social confidence by interacting with several of her peers both on and off the air.

"Because of my shyness, I would of never gone out to meet people if I hadn't started working at WMPG," said Smith. "But if you're already outgoing, WMPG gives you some time to shine."

WMPG, besides recording and producing their radio show, also hosts several events on campus that are hot spots for experiencing campus life and culture, like the annual cajun cookoff, record sale and fashion show. Besides gaining college connections, WMPG is one of those work-study jobs that teaches real world skills, especially if you're a prospective in the media or production field.

"It's a great boost for any resume," said Smith.

Through her diligent work of planning events, hosting shows and some general office tasks, Smith gained a promotion from regular MC, to now the secretary of the board of directors and the chair of the student communications board. Positions, Smith believes, will help her resume look even more appealing to future employers.

"I wouldn't of been able to get those experiences without the station," said Smith. "I definitely encourage incoming freshman to apply."

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