University of Southern Maine

Graduate Academic Catalog
2013-14

University of Southern Maine
Gorham mailing address: University of Southern Maine, 37 College Avenue, Gorham, Maine 04038-1083
Portland mailing address: University of Southern Maine, P.O. Box 9300, 96 Falmouth Street, Portland, Maine 04104-9300
Lewiston-Auburn mailing address: Lewiston-Auburn College, 51 Westminster Street, Lewiston, Maine 04240
The University's main telephone number: (207) 780-4141 or 1-800-800-4876; TTY (207) 780-5646
Lewiston-Auburn College (207) 753-6500
Web site: usm.maine.edu

Welcome . . . 5
The University . . . 6
Disclaimers . . . 8
Graduate Admissions . . . 9
Graduate Studies . . . 13
Financial Information . . . 14
Financial Aid . . . 19
Academic Policies . . . 22
Division of Student and University Life . . . 29
Athletics . . . 29
Student Life & Co-Curricular Programs . . . 29
Student Life and Student Services . . . 30
Student Support & Campus Conduct Policies . . . 30
College of Arts, Humanities, and Social Sciences . . . 33
CAHS Overview . . . 33
American and New England Studies . . . 33
MA in American and New England Studies . . . 33
ANES Course Descriptions . . . 36
Stonecoast MFA in Creative Writing . . . 39
MFA in Creative Writing . . . 39
Stonecoast Course Descriptions . . . 39
School of Music . . . 42
School of Music Overview . . . 42
MM in Composition . . . 42
MM in Conducting . . . 43
MM in Jazz Studies . . . 46
MM in Music Education . . . 48
MM in Pedagogy . . . 50
MM in Performance . . . 52
Certificate of Graduate Study in Composing Together . . . 56
Course Descriptions . . . 56
Department of Theatre . . . 69
Certificate of Graduate Study in The Acting Techniques of Michael Chekhov . . . 69
Lewiston-Auburn College . . . 70
LAC Overview . . . 70
The Lewiston Common Core . . . 70
Leadership Studies . . . 77
MA in Leadership Studies . . . 77
Certificate of Graduate Study in Creative Leadership and Global Strategy . . . 78
Certificate of Graduate Study in Leadership Studies . . . 78
LOS Course Descriptions . . . 79
Occupational Therapy Program . . . 86
MOT in Occupational Therapy . . . 86
Certificate of Graduate Study in Occupational Therapy: Return to Practice . . . 90
Course Descriptions . . . 91
College of Management and Human Service . . . 94
CMHS Overview . . . 94
School of Business . . . 97
Business Overview . . . 97
Centers . . . 101
MBA in Business Administration . . . 102
MBA in Business Administration, Accounting Concentration . . . 106
MBA in Business Administration, Finance Concentration . . . 107
MBA in Business Administration, Health Management & Policy Concentration . . . 108
MBA in Business Administration, Sustainability Concentration . . . 108
Course Descriptions . . . 109
School of Education and Human Development . . . 121
School of Education and Human Development Overview . . . 121
Departments . . . 124
Centers/Programs . . . 125
SEHD Course Descriptions . . . 127
Adult and Higher Education . . . 159
Adult and Higher Education Overview . . . 159

MS in Adult and Higher Education . . . 159
Certificate of Advanced Study in Adult Learning . . . 161
Counselor Education . . . 163
Counselor Education Overview . . . 163
MS in Counseling . . . 163
Certificate of Advanced Study in Counseling . . . 169
Certificate of Graduate Study in Mental Health Rehabilitation Technician/Community (MHRT/C) . . . 171
Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development . . . 171
Educational Leadership . . . 174
Educational Leadership Overview . . . 174
MSEd in Educational Leadership . . . 174
MSEd in Professional Educator . . . 176
Certificate of Advanced Study in Educational Leadership . . . 178
Certificate of Graduate Study in Assistant Principal . . . 180
Certificate of Graduate Study in Athletic Administrator . . . 181
Educational Psychology . . . 183
Educational Psychology Overview . . . 183
MS in Educational Psychology with a concentration in Applied Behavior Analysis . . . 183
Certificate in Applied Behavior Analysis . . . 185
Certificate of Graduate Study in Response to Intervention: Academic . . . 187
Certificate of Graduate Study in Response to Intervention: Behavior . . . 188
Literacy Education . . . 190
Literacy Education Overview . . . 190
MSEd in Literacy Education (with or without ESL concentration) . . . 190
MSEd in Applied Literacy . . . 192
MSEd in Applied Literacy with a Concentration in English as a Second Language . . . 193
Certificate of Advanced Study in English as a Second Language . . . 195
Certificate of Advanced Study in Literacy Education . . . 196
Certificate of Graduate Study in English as a Second Language . . . 197
Certificate of Graduate Study in Literacy . . . 198
School Psychology . . . 200
School Psychology Overview . . . 200
PsyD in School Psychology . . . 201
Special Education . . . 206
Special Education Overview . . . 206
MS in Special Education . . . 206
Certificate of Graduate Study in Gifted and Talented Education . . . 211
Certificate of Graduate Study in Teaching ALL Students . . . 212
Certificate of Graduate Study in Youth with Moderate-to-Severe Disabilities . . . 213
Teacher Education . . . 215
Teacher Education Overview . . . 215
MSEd in Teaching and Learning - Extended Teacher Education Program (ETEP) . . . 215
MSEd in Teaching and Learning - Montessori Early Childhood Teacher Education Program (MECTEP) . . . 220
Muskie School of Public Service . . . 223
Muskie School Overview . . . 223
MCPD in Community Planning & Development . . . 225
MPH in Public Health . . . 228
MPPM in Public Policy & Management . . . 232
PhD in Public Policy . . . 235
Joint Degree: MPH and MBA . . . 236
Joint Degree: Public Policy and Management (PPM) and Law (JD) . . . 237
Certificate of Graduate Study in Applied Research & Evaluation Methods . . . 238
Certificate of Graduate Study in Child & Family Policy & Management . . . 239
Certificate of Graduate Study in Community Planning & Development . . . 239
Certificate of Graduate Study in Health Policy & Management . . . 240
Certificate of Graduate Study in Nonprofit Management . . . 241
Certificate of Graduate Study in Performance Management & Measurement . . . 242
Certificate of Graduate Study in Practice Management . . . 243
Certificate of Graduate Study in Public Health . . . 243
Certificate of Graduate Study in Public Management . . . 244
Certificate of Graduate Study in Social Policy Analysis . . . 245
Course Descriptions . . . 246
School of Social Work . . . 257

Social Work Overview . . . 257
MSW in Social Work . . . 257
Course Descriptions . . . 262
College of Science, Technology, and Health . . . 268
CSTH Overview . . . 268
Applied Medical Sciences . . . 271
Applied Medical Sciences Overview . . . 271
MS in Applied Medical Sciences . . . 271
Course Descriptions . . . 274
Department of Biological Sciences . . . 279
Biological Sciences Overview . . . 279
MS in Biology . . . 279
Course Descriptions . . . 282
Computer Science . . . 289
Computer Science Overview . . . 289
MS in Computer Science . . . 289
Certificate of Graduate Study in Software Systems . . . 292
Course Descriptions . . . 293
Department of Mathematics and Statistics . . . 302
Mathematics and Statistics Overview . . . 302
MS in Statistics . . . 302
Certificate of Graduate Study in Statistics . . . 305
Course Descriptions . . . 305
School of Nursing . . . 312
Nursing Overview . . . 312
DNP in Nursing . . . 312
MS in Nursing - Adult-Gerontology Primary Care Nurse Practitioner . . . 318
MS in Nursing - Family Nurse Practitioner . . . 325
MS in Nursing - Family Psychiatric/Mental Health Nurse Practitioner . . . 332
MS in Nursing - Clinical Nurse Leader (CNL) . . . 339
MS in Nursing - Education . . . 345
MS in Nursing - Management . . . 351
MS in Nursing - Dual Degree: Master of Science in Nursing and Master of Business Administration . . . 357
MS in Nursing - Option for Non-Nurses with Baccalaureate Degrees . . . 363
MS in Nursing - RN to Master of Science Degree Program for Registered Nurses . . . 370
MS in Nursing - Master of Science Degree for Certified or State-Approved Advanced Practice Nurses . . . 376
Certificate of Advanced Study in Nursing - Post-Masters Certificate . . . 382
Certificate of Graduate Study in Nursing - Education . . . 387
Course Descriptions . . . 393
Professional & Continuing Education . . . 408
University of Maine School of Law . . . 411
Office of Sponsored Programs . . . 412
Campus Safety and Security . . . 413
Administration of the University of Southern Maine . . . 414
Disability Services . . . 436

Welcome

Dear Student:

Hello and welcome to the University of Southern Maine! Here, student success is our first commitment. Your experience at USM will be a journey filled with opportunity, excitement, and challenge. Our faculty and staff will work with you every step of the way to ensure that you succeed at every challenge and accomplish your goals. At USM we are dedicated to providing you with a high-quality, accessible, and affordable education. We offer courses in liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service. With such a wide variety of classes to choose from it may be hard to decide which ones to take! But not to worry! USM's faculty and staff are knowledgeable and committed to guiding students in class selection to guarantee success in achieving career goals.

I am happy that we can be a part of your journey here at USM! I encourage becoming involved in our community and sharing your success with others! Be active, be engaged, and stay positive and you can overcome any obstacle that you encounter! I wish you the best of luck here at USM.

Sincerely yours,

Theodora J. Kalikow

President

The University

The University of Southern Maine, the state's only public comprehensive university, prepares students to play vital roles in the growth and improvement of the economic, civic, social, and cultural fabric of central and southern Maine, while providing engaged learning opportunities both inside and outside the classroom.

As a member of the University of Maine System, USM offers its nearly 9,300 students more than 50 undergraduate and 27 graduate programs in the College of Arts, Humanities, and Social Sciences; the College of Management and Human Service; the College of Science, Technology and Health; Lewiston-Auburn College; and the University of Maine School of Law.

USM offers courses at the University Colleges in Saco and Bath, as well as on the Web, over instructional television, and at work sites.

USM further addresses the broad range of student interests with its Weekend College, Winter Session, Summer Session, National Student Exchange Program, and Early Studies program for high school juniors and seniors.

USM's faculty have a passion for communicating the excitement of learning and the joy of discovery. These women and men represent a wide range of knowledge and expertise; among them are Fulbright and Guggenheim Fellows, advisors to state and local governments, and authors of national note from a variety of academic disciplines.

USM's locations in central and southern Maine, viewed nationally as among the most livable regions in the country, offer a variety of educational, cultural, and recreational opportunities. The student body is the most diverse in Maine–approximately half are full-time students, 59 percent are women, and the average age of an undergraduate is 28 years. This diversity of age, background, and purpose provides a lively, challenging environment for learning.

The University of Southern Maine is accredited by the New England Association of Schools and Colleges. The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).The health fitness major within the exercise science program is accredited by the Commision on Accreditation of Allied Health Education Programs (CAAHEP). The School of Education is accredited by the National Council for Accreditation of Teacher Education. The School of Business is accredited by AACSB International–the Association to Advance Collegiate Schools of Business. The School of Social Work is accredited at the baccalaureate level by the Council on Social Work Education. Several departments are accredited through specialized agencies. The University of Maine School of Law is approved by the American Bar Association and the Association of American Law Schools.

USM is a vital university dedicated to student success and the transformative power of public higher education. Serving the needs and aspirations of central and southern Maine communities, the University of Southern Maine prepares its students for personally and professionally fulfilling lives after graduation.

Expected Results of a University Education

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

- They should possess the knowledge and skills necessary to enter the work force or be admitted to graduate or professional school. Graduates of the University of Southern Maine should also possess the attributes and skills that lead to rich and fulfilling lives.
- They should be intelligent readers of their own culture and be able to use analysis and historical context to interpret cultural practices, artifacts, and documents of various kinds.
- They should appreciate the many ways of knowing, including the arts, the humanities, and the natural, applied, and social sciences; they should be aware of how these disciplines help define and shape the world; and they should understand the joy and wonder that can arise from rigorous inquiry leading to fresh discoveries and modes of expression in these fields.
- They should be able to appreciate basic ecological and physical processes, how their lives are affected by environmental trends and characteristics, and how each of us shares in the responsibility for sustaining the life forces, cycles, and processes upon which all life depends.
- They should understand the nature of at-risk behaviors and be able to make informed decisions about their own well-being.
- They should be able to communicate effectively, both orally and in writing, think critically and creatively, and use effectively both information technology and the skills of quantitative decision making.
- They should know how to work in teams, take responsibility, exercise leadership, and manage resources effectively.
- They should be aware of the world's complexities beyond their own set of experiences and assumptions, have an appreciation for other peoples' values and customs, and think effectively about ethical and social issues.
- They should have the capacity for self-education so they can enjoy a lifetime of continuous learning.
- They should be responsible citizens committed to fostering the ideals of a democratic society: civic and social participation, free inquiry and informed decision making, and equal opportunity.

Disclaimers

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

The University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status or gender expression, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to the campus compliance officer, 209 Deering Avenue, Portland, ME. 04104, (207) 780-5510/TTY (207) 780-5646. Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission. Inquiries about the University's compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office of Civil Rights (OCR), Boston, MA 02110-1491, telephone (617) 289-0019. Generally, an individual may also file a complaint with OCR within 180 days of alleged discrimination.

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

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

Graduate Admissions

The Office of Graduate Admissions oversees the application process for all graduate programs at the University of Southern Maine (except the University of Maine School of Law). The director of Graduate Admissions reports directly to the dean of Graduate Studies, and works closely with the dean to assist graduate students from the time of application to graduation. All application materials should be sent directly to University of Southern Maine, Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300. For more information, visit: http://usm.maine.edu/graduateadmissions. The office is located at 45 Exeter Street and can be reached at (207) 780-4386 or gradstudies@usm.maine.edu. Deadlines for admission vary by program.

The following policies and procedures apply generally; consult the particular degree program for specific information.

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

Required Submissions

- A completed application.
- A nonrefundable application fee of $65.
- Letters of recommendation.
- A current resume.
- Official transcript(s) of all previous undergraduate and graduate work, **excluding the seven campuses of the University of Maine System**. If transfer credit shows on the degree transcript, you must also request a transcript from the original credit awarding institution. A transcript is official when it comes directly from the institution. If an applicant is submitting an official transcript, it must be in a sealed envelope from the insitution indicating that it is an official document. If the envelope has been opened prior to arriving at the Office of Graduate Admissions, it is no longer considered an official transcript. Institutions that send electronic transcripts should send them directly to the Office of Graduate Admissions at gradstudies@usm.maine.edu.
- An essay or goal statement. Please check the Graduate Admissions Web site under Graduate Program-Specific Application Instructions and Deadlines: http://usm.maine.edu/graduateadmissions/programs.
- Official, valid score(s) from standardized tests required by the program (e.g., Graduate Record Examination, Miller Analogy Test). Test scores are valid for varying numbers of years, depending on the test. (Please note that it often takes six weeks for test score reports to be received from the testing agency.) For some programs, self-reported test scores, received by the application deadline, may be used for purposes of application review, but no admission decision can be made until official test scores have been received from the testing agency.
- If the applicant is an international student whose first language is not English: Official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or official IELTS test scores of 6.5 or higher. Some graduate programs have higher TOEFL or IELTS requirements. Please check the website of the individual program. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement. Contact the Office of Graduate Admissions for more information on the waiver process.
- Any other materials as defined by the school or college. Please check the Web site of the program to which you are applying, or contact the Office of Graduate Admissions at gradstudies@usm.maine.edu.

For additional policies and procedures governing application to a particular school or college at USM, please refer to the program description in this catalog under each of the respective schools or colleges. University policy does not permit the conditional admission of international students to graduate programs or certificates. However, exceptions to this policy may be made on a program by program basis in consultation with the Dean of Graduate Studies and the Graduate Council. Programs planning to seek such a waiver of current university policy must advise the Office of Graduate Admissions and the Graduate Council prior to the implementation of such policies.

Submission of Application

All documents relating to an application for admission to graduate study are to be sent to the Office of Graduate Admissions. Upon receipt of application, the Office of Graduate Admissions mails all applicants instructions on activation a University of Maine System account that will allow applicants to monitor the status of their application. Applicants are responsible to monitor this account and ensure that all supporting materials arrive at the Office of Graduate Admissions and are postmarked by the application deadline. Once all materials are received, they will be forwarded to the appropriate graduate unit for review. Criteria for application review may be determined by individual schools, colleges, or programs. The Office of Graduate Admissions must determine that an application has met the criteria for final admission. Final action on the status of the application is taken by the respective graduate program. Notification of final action is made by the Office of Graduate Admissions. All documents relating to an application become the property of the University of Southern Maine.

International Student Applications

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the test offered by the

International English Language Testing System (IELTS) and submit scores as part of the application documents. Only applicants with TOEFL scores of 550 or higher on the paper-based test, 213 or higher on the computer-based test, or 79 or higher on the Internet-based test, or an IELTS score of 6.5 or higher will be considered for admission to a graduate program. Individual graduate programs may have higher score requirements. Please check the program website to determine if a higher score is required. International students who received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement. Please contact the Office of Graduate Admissions for more information on submitting a request for a waiver.

Transcripts from universities outside of the United States must be translated into English and must be accompanied by verification that the degree received is equivalent to a United States bachelor's degree. Please see information for international students on the Graduate Admissions Web site at http://usm.maine.edu/graduateadmissions for a list of agencies that can provide this verification and for further information about this requirement. Some universities in Canada and the U.K. are exempt from this requirement. Please contact the Office of Graduate Admissions for clarification.

Application Deadlines

Applications for admission and all supporting material must be postmarked by the deadlines set by the individual graduate programs. Please refer to the appropriate program or department website for specific application deadlines.

Deadline for Enrollment

An applicant admitted for full-time or part-time study must register in that semester for which he or she has been admitted unless other arrangements are formally made with the program to which he or she has been admitted. The Office of Graduate Admissions must receive written notification of any such arrangements.

Application to Graduate Certificate Programs

Candidates must submit all application materials directly to the Office of Graduate Admission. Candidates for admission must submit:

- Application for Certificate Program, including a $25 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement; and
- Additional or other special admission requirements specified by program.

The application for certificate programs is available at the Graduate Admissions Web site at http://usm.maine.edu/graduateadmissions. Please note, students who are only enrolled solely in a graduate certificate program are not eligible for Federal financial aid.

Immunization Law

Maine state law requires all individuals born after December 31, 1956, who plan to enroll in a degree program or plan to take twelve or more credits, to show proof of immunity against measles, mumps, rubella, diphtheria, and tetanus before registering for classes.

Immunization records must be on file with Student Health Services before students will be allowed to register for classes.

Specific information about immunization requirements is sent with admissions packets, and is also available in most departments, at Student Health Services, and online at http://www.usm.maine.edu/uhcs/immunization-information. The Immunization Hotline number is (207) 780-4504.

Readmission

A student previously registered in a graduate program who has failed to maintain continuous enrollment or who has withdrawn or been withdrawn from the program, or a student who has failed to matriculate in accordance with the enrollment deadline and who wishes to resume studies, must file an application for readmission to graduate school by the regularly published deadlines for the semester or summer session and register during the usual registration period. The application for readmission is to be accompanied by official transcripts of any work attempted in the interim, a fee of $15.00, and any other relevant or required updated material.

The re-application form is only to be used within two years of the original application. If more than two years have passed, applicants must complete a new application. The re-application form can be found at http://usm.maine.edu/graduateadmissions.

Classification of Admissions

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

In some instances, conditional admission may be granted to a student who does not meet the established requirements or standards, provided there

is sufficient evidence to show that the student is capable of doing satisfactory graduate work. Prospective students should consult the specific graduate program for further information. A program that admits a student conditionally determines the conditions that the student must meet. If a program determines that a student has not met these conditions, the student may be withdrawn from the program.

Transfer Credit

Transfer credit is credit earned for coursework prior to matriculation into a graduate program at the University of Southern Maine. Credit may be received for coursework completed at the University of Southern Maine or at another institution. Such credit is normally approved only at the time of admission and request for approval must be included as part of the admissions application. The University of Southern Maine strongly suggests that no more than nine transfer credits be allowed. However, the amount of transfer credit is determined by each graduate program. Transfer credit will not be approved for: 1) courses that would not have received graduate credit at the University of Southern Maine, 2) courses that exceed time limits prescribed for a particular degree program, 3) courses in which a grade lower than a B was received, and 4) courses that are inappropriate for inclusion in the student's program of study. Some programs have more specific policies regarding transfer credit. Please consult the program sections of this catalog for degree program policies. To facilitate the evaluation of transfer credits for courses taken at institutions other than the University of Southern Maine, the applicant should include a copy of the course description taken from the institution's catalog that was in effect the year the course was taken.

Admission of Individuals with Disabilities

The University does not discriminate against qualified applicants on the basis of a physical or mental disability. All classroom buildings and two dormitories are equipped with ramps for wheelchair access. The University Library contains a Kurzweil Reading Machine to assist the visually impaired. Most elevator buttons are coded in Braille. An applicant reporting a physical handicap will be advised to schedule an interview with the University Coordinator of Academic Support Services for Students with Disabilities.

Academic Support for Students with Disabilities

The Office of Support for Students with Disabilities works with students to overcome obstacles they may face and to develop strategies and support services for achieving academic success at the University of Southern Maine.

Any USM student with a physical, hearing, medical, emotional, or learning disability who is taking a credit-bearing course is eligible for services. Students may be asked to provide documentation.

Academic services may include: tutors, note-takers, taped readings, test proctoring, extra time on tests, and interpreters (when appropriate). Students are advised to contact the office before each semester to plan their programs so that appropriate accommodations can be made. A lift-operated van is available upon request to provide transportation between campuses for students with wheelchairs. The Office of Support for Students with Disabilities is located in 242 Luther Bonney Hall on the Portland campus. Call (207) 780-4706 (voice) or (207) 780-4395 (TTY) to schedule an appointment.

Appeal of Admissions Decisions

Applicants may appeal an admissions decision by submitting a written appeal to the chair or director of the appropriate program within 10 working days of receipt of the admission decision letter. The appeal will be reviewed by the chair or director, or the appropriate graduate program admissions committee, and the chair or director will notify the student of action taken on the appeal, within 10 working days of receipt of the appeal. Should the student wish to pursue the appeal process further, a written appeal may be submitted to the dean of Graduate Studies. The applicant's appeal letter should include all information she or he believes should be taken into account in reviewing the decision. The applicant will be informed of the decision of the dean of Graduate Studies within 10 working days of the receipt of the appeal. Applicants who have questions on this appeal process should contact the assistant dean of Graduate Studies at (207) 780-4812 for assistance.

Matriculation in a Second Program

Occasionally students seek to pursue a second program, either after graduating from their first program, or prior to completing the first program. In either case, the student must apply for admission to the new program. All courses, grades, and quality points taken at the graduate level will be recorded on one transcript. The new program will determine which courses will count toward graduation. Typically a maximum of nine credits may count toward both degrees.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at

that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

E-mail Communication Policy

In order to meet the academic and administrative needs of the University community, the University has established e-mail as an official and primary means of communication to its students, accepted and/or enrolled. In some cases, email may be the only form of communication. Official University-assigned e-mail accounts are created for all accepted and/or enrolled students usually in the form of FirstName.LastName@maine.edu. Students are responsible for reading all information sent to them via their University assigned e-mail account. The University has the right to expect that such communications will be received and read in a timely fashion.

It is imperative that students understand that a majority of University information will be communicated to them via their assigned e-mail account. Confidential information will not be sent via e-mail. If the University needs to convey sensitive information to the student and the information cannot be conveyed using the password-protected student self-service venue, the University will send the information via United States Postal Service. The University reserves the right to notify students via e-mail when any action on the student's part may be necessary. Some actions can be accomplished using the University's Student Information Systems, made available through special password-protected links. Students should activate their assigned e-mail accounts at http://mail.maine.edu.

For assistance in activating your University account, visit http://usm.maine.edu/computing/student-email or contact the HelpDesk at (207) 780-4029, or helpdesk@usm.maine.edu. The complete E-mail Communication Policy can be found at http://usm.maine.edu/doit/email-communication-policy.

Graduate Studies

The Office of Graduate Studies is the administrative office that coordinates many student services related to graduate students. These services include the Graduate Assistant Program, the Teaching Assistant Program, academic policies concerning graduate students, and some scholarship programs. The dean of Graduate Studies is responsible for the operation of this office.

The Graduate Council works closely with the dean of Graduate Studies. The council, which is made up of chairs of all graduate programs, provides advice regarding the quality and standards of graduate education, review of existing and proposed programs, and policy and procedures regarding admissions, degree requirements, and related matters.

All graduate students are invited to visit the Office of Graduate Studies, located at 45 Exeter Street, Portland. The office can be reached by phone at (207) 780-4877 or at http://usm.maine.edu/grad. Graduate students are also advised to maintain close contact with the appropriate director or graduate coordinator in their school, college, or program.

Graduate students who need assistance or guidance with an appeals process, either an admissions appeal or a dismissal appeal, should contact the assistant dean of Graduate Studies at (207) 780-4812. Further information on appeals is available in the academic policies section.

Financial Information

Each year in May, as part of the annual budget process, the Chancellor shall present recommended tuition, fee, and room and board rates to the Board of Trustees for approval. (Tuition and fee rates become effective after the end of the summer term). The Board may alter any of these rates at its discretion. A student acknowledges this reservation by applying for admission or registering for courses.

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

Tuition

Tuition rates for the 2013-2014 academic year

Undergraduate Tuition Charges Per Credit Hour	
Maine Resident	$253.00
Non-Maine Resident	$665.00
New England Regional Student Program	$380.00
Canadian Resident	$380.00

Graduate and Law Tuition Charges Per Credit Hour		
	Graduate*	Law
Maine Resident	$ 380.00	$ 743.00
Non-Maine Resident	$1026.00	$1112.00
New England Regional Student Program	$ 570.00	$1014.00
Canadian Resident	$ 570.00	$1014.00

Additional information about Law tuition and fees can be found at http://mainelaw.maine.edu/admissions/tuition-fees.html

New England Regional Student Program In cooperation with the New England Board of Higher Education, the University offers certain programs of study at a reduced tuition rate for qualified candidates from the New England states. Because the listing of available programs can vary from year to year, candidates should consult the information provided at http://www.nebhe.org/programs-overview/rsp-tuition-break/overview/. Details are also available at University admissions offices.

Fees

Fees below for the 2013-2014 academic year.

For All Students

- **Community Standards Fee** A $35.00 fee is charged to any student who is sanctioned under the Conduct Code.
- **Course Fees** To defray the costs associated with some courses, additional fees ranging from $5.00 to $360.00 are assessed. These fees are associated with courses requiring additional instructional resources.
- **Distance Learning Technology Fee** Students registered at University College Centers and sites are charged a $6.00 per credit hour technology fee.
- **Insufficient Funds Fee** A $25.00 fee is charged when a check is returned due to insufficient funds or when a credit card payment is declined.
- **Payment Plan Fee** A $30.00 fee is charged to students enrolling in a University three, four, or five installment payment plan.
- **Late Payment Fee** A $50.00 fee (to a maximum of $200.00) is charged to student accounts not paid when bill is due.
- **Online Course Enrollment Fee** Students registering for online classes are charged a $25 per credit hour fee for all blended and online courses to help pay for additional student services including tutoring , advising and library services. The fee also provides for faculty support services, technology infrastructure, maintenance and upgrades.
- **Student Health and Counseling Fee** A mandatory $80.00 health fee is charged students registered for six or more credits of instructional activities emanating from the Portland and/or Gorham campus for fall and spring semesters. Such activities include independent study, internships, field experiences, etc. Credits for regular classes taken at off-campus locations are omitted when determining this fee.
  Optional coverage is available to students who register for fewer than six credits.. For more information about the services covered by the student health and counseling fee and the cost for enrolling after the four-week open enrollment period, contact University Health

Services.

- **Student Health Insurance (Optional)** Students may purchase optional insurance plans under policies made available by contract with the University of Southern Maine. These plans can provide coverage for health care costs incurred through University Health Services, family physicians, or other health care providers.
  A 12-month basic insurance plan is available to students registered for six or more credit hours. Students who have enrolled in the prior academic year must re-enroll each year and cannot re-enroll in the basic plan if not a USM student.
- **Summer Session Administration Fee** $35.00
- **Transportation Fee** A mandatory semester fee assessed to all students registered for courses that are held on the Portland and/or Gorham campuses. It funds parking and other transportation-related projects, as well as busing between campuses. It eliminates the need to pay for required parking decals.

Credits Attempted	Fee
0.1-5.9	$55.00
6-11.9	$83.00
12+	$110.00

- **Lewiston-Auburn College Parking Fee** A $3.00 per credit hour fee is assessed to students registered for courses held on the LAC campus.
- **Unified Fee** A mandatory $28.00 per credit hour fee assessed to cover fixed costs of providing educational services not already supported by tuition charges.

Additional Undergraduate Fees

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

Credits Attempted	Fee
1-5.9	$19.00
6-11.9	$37.00
12+	$55.00

- **Administrative Fee** for Study Abroad /National Student Exchange A one-time $150.00 fee is charged to students applying to study abroad or through the National Student Exchange.
- **Application Fee** A $40.00 fee is charged when a student applies for admission to an undergraduate program.
- **Enrollment Fee** A mandatory $175.00 fee is charged to newly admitted undergraduate students. This fee is charged only once.
- **Prior Learning Assessment Fee** Charges for exams offered by the Office of Prior Learning Assessment can be found at http://usm.maine.edu/pla.
- **Reactivation/Readmission Fee** A mandatory $20.00 fee is charged to students who have previously applied for admission but did not complete the admission process, or who leave for several years and wish to become degree candidates again.
- **Specialty Accreditation Fee** A $26.00 per credit hour fee is charged to students enrolling in upper-level undergraduate courses (300-400 level) offered by the School of Business. Students enrolling in graduate level courses will be charged $67.00 per credit hour.
- **Specialty Accreditation Fee** A $17.00 per credit hour fee is charged to students enrolling in lower-level undergraduate (100-200 level) courses offered by the School of Business.

Additional Graduate Fees

- **Application Fee** A mandatory $65.00 fee is charged at the time of application to a graduate program. A mandatory $50.00 fee is charged at the time of application for admission to the School of Law.
- **Distance Learning Course Support Fee** Students registering for ITV and videoconferencing courses are charged a $12.00 per credit fee to defray mailing costs.
- **Graduate Certificate Application Fee** A one-time fee charged to applicants to a certificate program.
- **Graduate Student Enrollment Fee** A one-time $60.00 fee charged to newly matriculated graduate students.
- **Graduate Non-Matriculated Student Fee** A $25.00 fee charged per semester to non-matriculated graduate students.
- **Law Student Activity Fee** A $50.00 fee is charged to all students registered for 6 or more credit hours.
- **MBA Orientation Fee** An $80.00 fee is charged to all students admitted to the M.B.A. program. The fee covers the cost of a one-day experiential learning exercise, required during the first year of enrollment.
- **MFA Graduation Residency** A $530 fee is charged during the final residency in the MFA (Stone Coast) program.
- **Reapplication Fee** A $15.00 fee is charged to students who have previously applied for admission to a graduate program but did not complete the admissions process, or who returns after an absence and wishes to reapply.
- **Specialty Accreditation Fee** A $67.00 per credit hour fee is assessed to students enrolling in graduate courses offered by the School of Business. The fee will support research and scholarship activities that help assure the school's continued accreditation by an international

organization.

Room and Board

USM Meal Plans

The University offers several different resident student meal plans. Information about resident meal plans is available from the Department of Residential Life and Resident Education. A description of meal plan choices and current rates can be found at http://usm.maine.edu/reslife.

Commuter Only Meal Plans

Commuter meal plans allow students to purchase food at a discount. Information about the plans is available from the Department of Residential Life and Resident Education, Dining Services, and Campus Card Services.

Room

University residence halls are located on the Gorham campus. Information about housing is available from the Department of Residential Life and Resident Education, 100 Upton Hall, Gorham (780-5240). While the student is billed by the semester, the housing contract is for the full academic year. A description of room types and current rates can be found at http://usm.maine.edu/reslife

Other Expenses

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

Deposits

For Undergraduate Applications

When a student is notified of acceptance into a University undergraduate degree program, a $100.00 enrollment deposit is due by May 1 for the fall semester and January 2 for the spring semester. If admitted for the fall semester after May 1, a deposit is due within 15 days. The deposit will be applied to tuition charges. The deposit will be forfeited if the student notifies Undergraduate Admissions of their intention to withdraw after May 1 or January 2.

For Law School, Applications

Students admitted to the School of Law must pay a nonrefundable $250.00 deposit by April 15 or within two weeks of acceptance if admitted after April 1. An additional $250.00 deposit is due by June 15. Checks should be mailed directly to the School of Law. This deposit will be applied to tuition charges if the student registers and remains enrolled; otherwise it is forfeited. With permission of the Law School, payment may be postponed in cases of extreme hardship.

For Graduate Applications

Graduate programs requiring a deposit include occupational therapy, creative writing, extended teacher education program, and the nursing option for non-nurses with baccalaureate degrees. Other graduate programs do not require a deposit. Students should consult their letter of admission for deposit due dates.

For Students Living in Campus Housing

Students who are approved for on-campus housing must pay a $75.00 room deposit. Usually the deposit is applied to the fall bill. If a student notifies Residential Life in writing that housing is not desired before June 1, the deposit will be refunded. If notification is received after June 1, the deposit is forfeited. Students applying for Spring housing only, should contact Residential Life for payment and refund deadlines.

Payment Policies and Procedures for all students

Billing

Students can access MaineStreet billing statements, specific semester due dates, and other important account information at http://usm.maine.edu/studentaccounts. The University is not obligated to mail paper billing statements.

It is critical that official University e-mail accounts are checked often by all students. In many cases, it will be the only means of receiving important information from Student Accounts and other University departments.

It is the student's responsibility to ensure that all addresses recorded on MaineStreet are correct.

Payment options:

- **ACH (electronic check)** ACH payments can be made online on MaineStreet. A fee is not charged for this type of payment.

- **Cash** Cash payment may be made at the Student Accounts Office or at an off-campus center. Cash should not be mailed.
- **Checks** Paper checks should be made payable to the University of Southern Maine. The student's name and student I.D. number should be shown on the check.
- **Credit Cards** USM uses an outside vendor to process card payments. The student is charged a convenience fee by the vendor.
- **Financial Aid from USM** The University offers eligible students grants, scholarships, loans, and employment opportunities. Grants, scholarships, and loans are credited for payment of University charges. Additional information can be obtained from Student Financial Aid.
- **Installment Payment** The University offers a variety of payment plans. Information about these plans is available from Student Accounts.
- **Outside Scholarships** A student must notify Student Accounts of any non-University scholarships, to be used to pay University charges, prior to the date payment is due. Upon receipt of proper documentation, the University may extend the payment due date.
- **Third Party Payments** A student must give Student Accounts written authorization from the agency/employer prior to the payment due date. No conditional payment offers will be accepted. Please note: if, for any reason, the third party does not make payment, the student is liable for all charges.

Each semester, the University establishes specific dates payment is due and notifies students of these dates on bills, through University publications, and on the Student Accounts Web site at http://usm.maine.edu/studentaccounts.

All charges posted to student accounts after the posted semester or term payment due date must be paid when incurred.

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

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

Financial Adjustments for Tuition, Fees, Room and Board

Adding Courses Adding courses at any time may result in additional charges to the student’s account.

Dropping Some Courses A student who remains registered is not charged for any dropped course that meets for **twelve weeks or longer**, if the course is dropped prior to the end of the second week (14 days). All charges remain on a student account for a course dropped after the 14 day deadline.

For courses that meet for **less than twelve weeks**, the deadline to drop with a 100% reduction of charges is one day for each week the course is scheduled to meet (e.g. the deadline to drop a five week course is prior to the end of the fifth day). All charges remain on a student account for a course dropped after the deadline.

Withdrawing from All Courses A student is not charged when withdrawing from all University of Maine System courses that meet for **twelve weeks or longer**, if the withdrawal is submitted prior to the end of the second week (14 days). Tuition and mandatory fees are adjusted at a percentage for students withdrawing from all courses after 14 days. The adjustment schedule is available from Student Accounts or at http://usm.maine.edu/studentaccounts .

For courses that meet for **less than twelve weeks**, the deadline to withdraw with a 100% reduction of charges is one day for each week individual courses are scheduled to meet (e.g. the deadline to drop a five week course is prior to the end of the fifth day). All charges remain on a student account when a student withdraws from all courses after the deadline.

Determination of Attendance For purposes of calculating financial adjustments for students dropping from some or withdrawing from all courses, attendance includes weekends and holidays and ends on the student’s last date of attendance as determined when (s)he notifies the institution's designated official office that (s)he has stopped attending. The length of a class is defined on the official class schedule. Changes in scheduled classes (beginning or ending) by the instructor are not considered when calculating adjustments.

Room and Board Adjustments All adjustments to room charges are governed by the terms of the Residence Hall Contract. Students who withdraw from the University are charged for meals at an established pro-rated daily rate. Additional information is available from the Department of Residential Life and Resident Education or at http://usm.maine.edu/reslife/

Involuntary Withdrawals Consideration for financial adjustments of charges for involuntary withdrawals (e.g. extended illness, military service) will be considered on a case-by-case-basis. Such requests will be considered only if received within 90 days of the end of the semester involved. Charges will not be reduced for voluntary absence from classes. Contact the Student Accounts Office for additional information about this appeal process.

Administrative dismissals are not entitled to an adjustment of institutional charges.

Students registering at other University of Maine System campuses should contact billing offices at those institutions with questions regarding financial adjustments.

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

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

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

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

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

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

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

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

To change tuition status, the following procedures must be followed:

A "Request for Change of Residence Status" must be filed with the director of Student Accounts or designee on or before the campus's first day of classes for the summer session, fall or spring semester for which residency is requested. All applications shall be prospective.

If the director for Student Accounts' written decision, to be issued within 30 days of the first day of classes, is considered incorrect by the student, the student may appeal that decision in writing, within 30 days, to the chief financial officer of the campus.

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

"Request for Change of Residence Status" applications are available at http://usm.maine.edu/studentaccounts or at the Student Accounts Office, 100 Bailey Hall, Gorham, or the Student Accounts Office, 118 Payson Smith Hall, Portland. Completed applications should be returned to the Student Accounts Office.

Financial Aid

The Office of Financial Aid administers, coordinates, and recommends a variety of programs of financial aid to enable students who lack adequate financial resources to attend USM. The U.S. Department of Education offers eligible students low interest student loans. Some employers offer assistance in the form of tuition reimbursement, flexible scheduling, or paid educational sabbaticals. Scholarship assistance may also be available from organizations, clubs, or religious groups of which the student or his or her family is a member. The University is also approved by the Veterans Administration for payment of veteran's benefits. During the most recent academic year, nearly $85 million in financial aid was available to USM students.

Financial Aid offices are located in Gorham in Bailey Hall, in Payson Smith Hall in Portland, and at Lewiston-Auburn College. For more detailed information about the application process, the funds available and the priority filing dates and deadlines, visit us on the Web at http://usm.maine.edu/fin.

Eligibility for Aid

To receive financial assistance, a student must be admitted into a degree program at the University and, in most instances, must be enrolled for at least six credit hours for a semester. Aid can be granted only to U.S. citizens and eligible non-citizens. Students must also be registered with the Selective Service if you are a male, at least 18 years old, and born after December 31, 1959. If you believe you are not required to be registered, please call the Selective Service Office for information regarding exemption.

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

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

Aid applicants must also meet standards of Satisfactory Academic Progress in their chosen course of study. These standards are set by the University in accordance with federal financial aid regulations and are in addition to the requirements established by the dean or director of an academic program. A full explanation of these standards may be found at the following Web site:http://usm.maine.edu/fin.

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

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

Satisfactory Academic Progress for Continued Financial Aid Eligibility

Every school participating in the federal student financial aid programs must monitor its financial aid recipients to ensure that they are meeting satisfactory progress standards. Federal regulations mandate that the school's satisfactory progress policy must include both a qualitative measure (such as the use of cumulative grade point average) and a quantitative measure (such as a maximum time frame for completion) of the student's progress. While the qualitative measure is determined and monitored by the academic standards of the institution, the quantitative measure administered by the Financial Aid office is used to determine the number of credit hours completed when compared to those attempted. To quantify academic progress, the school is required to set a maximum time frame in which a student is expected to finish a program. For undergraduate and graduate programs, the maximum time frame may not exceed 150 percent of the published length of the program, as measured in credits attempted.

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

school's standards for satisfactory academic progress, he or she is not allowed to receive further funds from federal student aid programs. For specific details regarding satisfactory academic progress for financial aid, please refer to the USM financial aid Web site at http://usm.maine.edu/fin.

Additional Requirements for Graduate and Doctoral Students

To be eligible for federal financial aid (including deferment of student loans) a matriculated graduate or Ph.D. student must meet one of the following conditions:

- is enrolled in at least 6 academic graduate credits
  or
- has obtained a certificate of adequate academic progress from the chair of the committee, indicating that the student is continuing to actively pursue studies leading to the master's or doctoral degree, and is registered for GRS 602 or GRS 701. (Note: This applies to students taking anything less than six academic credits.)

GRS 602 is a 1-credit course that permits master's degree candidates registered for less than six credits to retain eligibility for financial aid, University-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, library, and recreational facilities. This course option is primarily intended for students who have completed coursework for the master's degree, but have not completed their thesis or capstone. Enrollment in GRS 602 requires that students have certification of adequate academic progress by their program faculty advisor or program chair and approval from the Office of Graduate Studies.

GRS 701 is a 1-credit course that permits doctoral degree candidates registered for less than six credits to retain eligibility for financial aid, University-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, libraries, and recreational facilities. Prerequisites include passing qualifying exams, receiving certification of adequate academic progress from the program chair and dissertation/capstone chair, and obtaining approval from the Office of Graduate Studies.

Application Procedures

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

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

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

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

How Financial Aid is Allocated

The University begins reviewing student aid applications in early spring. Once a student is accepted, all necessary financial aid application materials are received, and the University is told how much federal aid it will have for students, a notice of eligibility is sent. If a student receives outside scholarship funds, the amount of aid from the University may have to be reduced.

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

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

Even after a student is allocated aid, the amount may be adjusted if the student's financial situation changes. Students and parents must promptly report any of the following to the Office of Financial Aid: a change in the number of credit hours attempted; changes in family circumstances; the receipt of financial aid from sources other than the Office of Financial Aid.

Types of Aid Available

For All Students

- **Federal Work Study** This is a program funded by the University and the federal government. A student's financial need governs the amount that can be earned.

- **Federal Perkins Loans** Funded by the federal government, the University, and former borrowers repaying loans, this program lends money to needy students. No repayment is required until after the student ceases his or her education or drops to below 6 credit hours of enrollment. Once repayment begins, the student is charged 5% simple interest on the amount borrowed. While the monthly repayment amount varies with the amount borrowed, a minimum of $40 must be repaid each month.
- **Federal Direct Unsubsidized Loans** This program provides access to borrowing for both students who do and do not qualify for need-based assistance. The student is responsible for the interest as it accrues.
- **Alternative Loans** These are private, credit-based loans which provide long-term financing options for qualified students or families. Additional information about these programs may be obtained from the Student Financial Aid Office or online at http://usm.maine.edu/fin.
- **North American Indian Programs** Tuition, mandatory fees, and on-campus room and/or board will be waived for qualified and eligible North American Indians residing in Maine. Eligibility is extended to 1) the person whose name is included on the current census of either the Passamaquoddy or Penobscot Tribes; and 2) the person who has resided in Maine for at least one year and whose name, or the name of at least one of their grandparents, was included on the census of a North American Tribe or held a band number of the Maliseet or Micmac Tribes with direct blood lineage. For additional information, contact the Wabanaki Center at (207) 581-1417. Visit the Office's Web site at http://www.naps.umaine.edu.
- **Veterans Educational Benefits** Students eligible for educational assistance from the Veterans Administration are encouraged to contact the Veterans Affairs Office thirty days before the start of each semester. The Veterans Affairs Office is located in the Registrar's Office.

For Undergraduate Students

- **Federal Pell Grants** This is a federally funded program to help needy students. In 2013-2014 grants will vary between $574 and $5645 per academic year.
- **Federal Supplemental Educational Opportunity Grants** This is a federally funded program to help needy students. Grants range from $100 to $4,000.
- **University and Miscellaneous Scholarships** These are funded by the University and private donors. Awards have ranged from $100 to $4,000 and are given on the basis of financial need.
- **Federal Direct Subsidized Loans** This program, administered by the federal government, allows students to secure low-cost loans. Eligibility for subsidized Direct Loans is based on demonstrated financial need.
- **Federal Nursing Student Loans** Funded by the federal government, the University, and loans repaid by former borrowers, money is lent to needy nursing students. Repayment terms are similar to those of the Perkins Loan. Loans range from $400 to $2,500.
- **Federal Direct PLUS Loans for Parents** This credit-based program, sponsored by the federal government, allows parents to secure relatively low-cost loans. Direct Parent Loan for Undergraduate Students (PLUS) application request forms are available from the Student Financial Aid Office or can be printed from http://usm.maine.edu/fin, under the section entitled Direct PLUS Loans.
- **Merit Scholarships** Merit awards are based on academic achievement and promise, special talents, potential to make unique contributions to the University community, and USM's commitment to expanding the pluralistic character of its student body. Further information may be obtained from the Admissions Office.

For Graduate Students

- **Graduate Assistantships** These are available in most programs. Graduate assistantships serve three purposes: to provide financial support for students, to enhance students' professional and scholarly development, and to support faculty scholarship and teaching. The assistant is required to pursue graduate studies (at least 6 hours of credit per semester). In compensation, the assistants are paid a yearly stipend. Some assistantships are accompanied by a limited tuition waiver. Assistantships are awarded by the Office of Graduate Studies on the recommendation of the individual graduate programs. Interested students should first contact their graduate program director or the Office of Graduate Studies at 780-4877.
- **Direct PLUS Loans for Graduate and Professional Degree Students** This program, sponsored by the federal government, allows graduate and law students to secure relatively low-cost, credit-based loans. Graduate and law students are able to borrow up to their cost of attendance minus other estimated and actual financial assistance under the Direct PLUS Loan program. Graduate and law students must file a FAFSA and must have their annual loan maximum eligibility under the Direct Loan program determined before they apply for a Direct PLUS Loan. Direct PLUS Loan request forms for graduate and law students are available at the Student Financial Aid Office or at http://usm.maine.edu/fin.
- **University Tuition Waivers** A limited number of tuition waivers are granted to outstanding entering graduate students. Students are nominated by faculty admission committees. Applications for admission to graduate study must be completed and received by January 15 to qualify for these waivers

For additional information

Contact the Office of Student Financial Aid, University of Southern Maine, Bailey Hall, College Avenue, Gorham, Maine 04038 or telephone (207) 780-5250, or online at http://usm.maine.edu/fin.

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

Academic Policies

Courses offered for graduate credit are those listed in the graduate catalog or other official publications of the University. The determination of whether or not a particular graduate course fulfills degree requirements, however, is the responsibility of the individual graduate program. Courses numbered 500 through 599 are intended for graduate students and are also available to undergraduate students who have received permission of the instructor and their advisor. Courses numbered 600 through 699 are restricted to graduate students. Courses numbered 700 and above are intended for doctoral students and are also available to master's-level graduate students who have received permission of the instructor and their advisor.

The following policies apply to all graduate programs.

Grading System

Grades at the University are given in terms of letters, with the option of a plus or minus designation (with the exception of no A+), representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course. The student's work in each course is graded as follows: A–honors; B–basic competency; C–below competency; D–unsatisfactory; F–failure.

Other letter grades are as follows:

P	Pass with a grade of B- or better in a pass-fail course.
LP	Low Pass with a grade of C+ or C in a pass-fail course.
F	Fail with a grade lower than C in a pass-fail course.
I	Incomplete: a temporary grade given when the student, because of extraordinary circumstances, has failed to complete course requirements. Incomplete grades must be resolved by the end of the subsequent fall or spring semester. If the incomplete is not resolved, the I grade will be converted to an F.
INC	Permanent Incomplete: When a temporary incomplete (I) grade is not resolved to a normal letter grade, a permanent incomplete may be assigned in extraordinary circumstances as determined by the instructor and the dean. In unusual circumstances wherein the faculty member is no longer available, the dean may exercise this function. The grade of INC has no impact on GPA; no credits awarded.
L	Stopped attending: The grade of L may be assigned to students who stopped attending a course without officially dropping the course. The grade of L will be computed as an F for purposes of the student's grade point average.
MG	Missing Grade: Occasionally, faculty may fail to submit a grade for a particular student in a course. In this case, the Registrar's Office will note this act by designating a missing grade, or MG, instead of a grade for the course. Missing grades must be resolved by the end of the subsequent fall or spring semester. If the missing grade is not resolved by the instructor, the MG will be converted to an F.
W	Withdrawal after the end of the add period through 60% of a course. If a student has not officially withdrawn before 60% of the course has been completed, an F will be assigned. The W notation may be obtained after completion of 60% of the course under unusual circumstances if so determined by the instructor and the dean. A threat of failure is not considered to be an unusual circumstance. The grade of W has no impact on GPA.
DG	Satisfactory progress after one semester of a two-semester course. Grade and credits to be given upon completion of second semester.
AU	Student attended courses on a noncredit, audit basis. (No impact on GPA.)

Academic Integrity Policy

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards

of conduct and expectations of academic integrity that apply to academic tasks. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one's research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy that are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable. Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the Office of Community Standards, 125 Upton Hall, Gorham, (207) 780-5242.

Academic Record Changes

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

Permanent Academic Record

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

Confidentiality Policy

The University complies with the Family Rights and Privacy Act of 1974 (the Buckley Amendment). For the complete University Confidentiality Policy, consult the Confidentiality of Student Records Policy.

Grade Point Average

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

A	4.00 grade points per credit hour
A–	3.67 grade points per credit hour
B+	3.33 grade points per credit hour
B	3.00 grade points per credit hour
B–	2.67 grade points per credit hour
C+	2.33 grade points per credit hour
C	2.00 grade points per credit hour
C–	1.67 grade points per credit hour
D+	1.33 grade points per credit hour
D	1.00 grade points per credit hour
D–	0.67 grade points per credit hour
F	0.00 grade points per credit hour

Grades and quality points are as listed above except "C" is below expected standard and "D" is not aceptable for graduate credit.

Add

Students may self add classes of 12 or more weeks in length through the end of the first week of the semester, provided that there is space available in the class and the student has satisfied all associated requirements for the class. An instructor's signature, or departmental permission, is required in all situations where the student is unable to self-register. Classes that are less than 12 weeks in length, the period of self-add will be 7% of the class length (1 day for each 2 weeks of the class length).
Students who find that their names are not on the instructor's official list or listed in their semester enrollment in Mainestreet should check immediately with the Registrar's Office to make necessary corrections in the registration records.

Drop

Students may self drop from a course at any time before the end of the course. If the course is dropped during the first 2 weeks of a class that is 12 weeks or more in length, or during the first 14% of the class for classes less than 12 weeks in length, there will be no notation on the transcript.
-Classes that appear on the transcript dropped through 60% of the class will receive the grade notation of W.

-A student dropping a course after the 60% period will receive an F.
-The W notation may be assigned after 60% of the course has been completed under unusual circumstances if so determined by the instructor and the dean.
All students who register for a course and neither complete the course objectives nor officially withdraw according to any one of the procedures described above will be graded F or an L in that course and must assume all financial obligations associated with the course.

*****Please check your Maine Street Schedule in the Student Center and click on the icon (Academic Calendar Deadlines) before each class for the exact deadline dates. *****

Enrolling and Auditing

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

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

Credit for Undergraduate Work

Except for students enrolled in continuous undergraduate/graduate programs with defined articulation agreements, a graduate student may be able to apply up to six credit hours of undergraduate work to his or her graduate program according to the determination of the particular program of study. In all cases, the following conditions must be met to apply undergraduate credit to a graduate program:

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

Students enrolled in 3+2 or 4+1 programs that have overlapping graduate and undergraduate components should consult their programs for specific policies.

Credit Previously Received for Graduate Coursework

Graduate courses used toward an undergraduate degree cannot be used toward graduate degree requirements unless there is a pre-existing articulation agreement, in which case a maximum of six 500-level credits can be applied toward both undergraduate and graduate degree requirements.

Extramural Course Credit

Courses taken at other institutions and the accompanying grades may be accepted as part of the graduate program provided they are taken after the student has matriculated and that prior approval is granted by the student’s advisor and program director. Extramural credit is not approved for: 1) courses which would not have received graduate credit if taken at the University of Southern Maine, 2) courses which are inappropriate for inclusion in the student’s program of study, 3) courses which exceed time limits prescribed for a particular degree program, and 4) courses in which a grade lower than B was received.

In certain circumstances a degree student may request a substitution or waiver of program requirements. The program director should be contacted if a substitution or waiver of a requirement is requested.

Requirements of Graduate Study

Thesis Requirements

The requirement of a thesis is determined by each particular graduate program.

Oral and Written Comprehensive Examination

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

Directed Study

A master’s degree student may earn up to nine hours of independent study or directed study. Students in a Ph.D. program may earn up to fifteen

hours of independent study or directed study. All independent study or directed study must be approved by the appropriate graduate program. Students are encouraged to consult with their faculty advisor regarding regulations governing independent study for particular programs. Non-matriculated students are not eligible for independent study or directed study.

Continuous Enrollment and Residency

Continuous enrollment requires that every graduate student must either be enrolled in coursework in his/her program (six credits per calendar year required); enrolled in GRS 601, 602, 701, or 702, options that are explained below; or be on a formal leave of absence, approved by the student's program chair and on file with the Office of Graduate Studies. The following options aid students in maintaining continuous enrollment status. Enrollment in any of these courses requires authorization as noted on the approval form and by the Office of Graduate Studies.

Please Note: Electing the options below will not be reported on official USM student transcripts.

The GRS 601 option allows the student continued access to University services, including USM computers, library, and recreational facilities. Choosing this this option incurs applicable University fees for which the student is financially responsible. It is designed for students who are working on a capstone, thesis, or dissertation. GRS 601 does not grant a student part-time or full-time status for financial aid eligibility, University-funded fellowships, scholarships, graduate assistantships, loan deferment, or visa compliance. Enrollment in the GRS 601 option requires approval from the student's faculty advisor or the program chair and is typically limited to two semesters.

The GRS 602 option permits master's degree candidates registered for less than 6 credits to retain eligibility for financial aid, University-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, library, and recreational facilities. This course option is primarily intended for students who have completed coursework for the master's degree, but have not completed their thesis or capstone. Enrollment in the GRS 602 option requires that students have certification of adequate academic progress by their program faculty advisor or program chair and approval from the Office of Graduate Studies.

The GRS 701 option permits doctoral degree candidates registered for less than 6 credits to retain eligibility for financial aid, University-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, library, and recreational facilities. Requirements include passing qualifying exams, receiving certification of adequate academic progress from the program chair and dissertation/capstone chair, and obtaining approval from the Office of Graduate Studies.

The GRS 702 option is for doctoral students who have passed their qualifying exams. The GRS 702 option allows the student continued access to USM computers, library, and recreational facilities. This option does not qualify the student for financial aid, University-funded fellowships, scholarships, graduate assistantships, loan deferment, visa compliance, or eligibility for USM student health insurance. Approval by the program chair is required for registration.

Leave of Absence

Leaves of absence may be granted for a variety of reasons, including but not limited to, extracurricular educational activities, illness, study-abroad opportunities, military deployment, maternity, and other personal circumstances. Time devoted to a leave of absence will count toward the authorized time limit for completion of degree requirements at the University of Southern Maine. Students with special circumstances should consult with their respective program to discuss options for revising the time frame needed to complete their study. In all cases, a signed Leave of Absence form must be sent to the Office of Graduate Admissions. Forms are available on the Office of Graduate Studies Web site at www.usm.maine.edu/grad.

Catalog Year

Graduate students must satisfy the graduation requirements set out in the catalog, in effect when they first enroll as degree-seeking students at USM providing continuous enrollment is maintained. At the student's choice, a later catalog may be selected for graduation requirements; but a student may not select an earlier catalog.

The University will make every reasonable effort to honor the curriculum requirements appropriate to each student's catalog year. However, courses and program requirements may change as a result of curricular review or actions by accrediting associations and other agencies.

Where program/degree requirement changes have occurred, reasonable substitutions will be made to facilitate degree/program completion.

Time Limit

The time limit for completion of a master's degree begins from the date of first matriculation and is either five or six years, depending on the requirements of the particular graduate program. The time limit for completion of a doctoral program is no more than ten years from the date of first matriculation. In extenuating circumstances a student may petition the director of the graduate program for an extension of the time limit.

Student Advisement

Each degree student will be assigned a faculty advisor upon admission to a program. Students are encouraged to maintain regular contact with their faculty advisor throughout their program of study.

Degree Progress

The definition of satisfactory progress towards completion of a degree is determined by the particular graduate program. However, at the end of any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation by the Office of Graduate Studies and must bring the cumulative GPA to 3.0 level within the time set by the graduate program (up to two semesters) or the student will be withdrawn from the program.

Plagiarism

The development of original thinking and intellectual honesty are regarded as central to a graduate education. Although in the pursuit of these goals, students will continually consult existing works, it is expected that they will acknowledge the debt owed to others by citing all sources.

Plagiarism, the use without attribution of language, ideas, or the organization of ideas not one's own, is a fundamental breach of basic academic principles and is prohibited in all courses. Unless group work is assigned, coursework is normally completed independently. If books, journals, magazines, or any other sources are reviewed and the ideas or language therein used, they must be cited. Where specific guidelines are not given, students should consult a reference source on proper notation.

Evidence of plagiarism will result in a grade of F for the assignment and may, at the discretion of the instructor, lead to an F in the course. In addition, further sanctions (i.e., censure, probation, suspension, or dismissal) may be imposed through the Student Conduct Code. The case of any student who admits to or is found guilty of a violation of academic integrity will be reviewed by the Student Conduct Code Review Board. The student will be subject to appropriate sanctions, including expulsion from the University. A copy of the USM Student Guide to Academic Integrity and/or a copy of the Student Academic Integrity Policy is available from the Office of Community Standards, 125 Upton Hall, Gorham, (207) 780-5242.

Withdrawal

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

- **Student Withdrawal** To withdraw from the University the student must notify in writing, the Registrar's Office and complete an exit interview with his or her advisor.
- **Academic Withdrawal** If a student has not made satisfactory academic progress toward fulfilling degree requirements (see above), he or she may be withdrawn from the University.
- **Administrative Withdrawal** A student may be withdrawn from a particular graduate program for reasons of a professional nature as determined by the program director or department chair.

Student Appeals and Complaints

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of OGS is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

1. The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.
2. If the student remains aggrieved by the decision of the instructor under Step 1, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the chairperson of the department or program director of the college in which the course or other exercise or activity is offered. The chairperson/program director must respond within fourteen days of receiving the appeal
3. If the student remains aggrieved by the decision of the chairperson or program director of the department under Step 2, he or she may, within fourteen days after formal receipt of the chairperson's or program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.
4. The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.
5. The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the dean of Graduate Studies. The dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

A graduate student has the right to appeal an academic dismissal or withdrawal by their academic program. Such an appeal of an academic dismissal or withdrawal must follow the appeals process as defined by the graduate program's school or college, which must include a review by the Dean of the College as part of this process. It is the responsibility of the student to demonstrate a compelling case at each step of the appeal process. On appeal, the decision of a graduate program is presumed to be correct and final unless the student presents sufficient facts to establish that the due process was not followed. The question to be considered in the appeal is whether one or more of the following factors improperly entered into the program decision to dismiss or withdrawal of the student into the program: there was arbitrariness, capriciousness, a constitutional or statutory violation (complaints of discrimination are referred to the Office of Equity and Compliance), a material failure to follow procedures, or a substantial departure from accepted academic norms when the program decision was made, or there is new/additional information that could bear on the program decision. Students must be advised of the decision by the Academic Dean of the College in writing within 30 days of the student appeal. Within 14 days following receipt, in writing, of the decision by the dean, the student may appeal the decision to the Dean of Graduate Studies. The decision of the dean of Graduate Studies shall be rendered within three weeks of a student appeal of academic dismissal or withdrawal and shall be final. If a student withdraws or is withdrawn from the University during the first 14% of the course, there will be no courses or grades recorded. A student withdrawing or being withdrawn 14% of the course through 60% of the course will receive a W grade for each course on the transcript in which the student was enrolled. A student withdrawing or being withdrawn after 60% of the course will receive a grade of F. Under unusual circumstances, grades of W can be assigned after 60% of the course if approved by the instructor and the director of the program, and with final approval of the dean of Graduate Studies. Please contact the assistant dean of Graduate Studies at (207) 780-4812 with any questions about this appeals process, or for assistance with the process.

Graduation

Graduation Requirements

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

- Complete satisfactorily the number of graduate credit hours required in the program with a 3.0 grade average. All courses completed for graduate programs must be passed with a minimum grade of C; individual programs may set higher standards.
- Complete satisfactorily all program degree requirements as defined in the particular graduate program (e.g., thesis, comprehensive examination).
- Submit a completed application for graduation either through Student Self Service in MaineStreet; or obtaining an application for degree in the Registrar's Office; or on line at forms, www.usm.maine.edu/reg.

Certification for Graduation

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

Commencement Ceremony

A master's degree candidate may participate in a commencement ceremony only if he or she has applied for graduation and been certified to

participate. In certain instances, students may participate in commencement prior to completing all the requirements; please check with your program for specific details. Doctoral students in programs requiring a dissertation may participate in commencement ceremonies and events if a defense has been completed and the dissertation has been approved subject to minor editorial revisions. Doctoral students in programs that do not require a dissertation may participate in commencement ceremonies and events if all requirements for the degree have been completed and approved. Applications for graduation may be obtained through the Registrar's Office. Only doctoral candidates who have met all degree requirements for a May graduation (and August and December graduates from the PREVIOUS academic year) will he hooded at the graduation Ceremony. If you officially graduate in a future semester, you will be invited to the following years Graduation Ceremony.

Students may appeal a decision regarding graduation based on these policies. Contact the Office of Graduate Studies for procedures.

Division of Student and University Life

Athletics

Athletics is an exciting part of student life at USM. Few institutions can match the success of the Huskies' nationally recognized non-scholarship athletic program. The Huskies compete in the Little East Conference, an eight-member conference comprised of pubic institutions in New England and recognized as one of the most competitive Division III conferences in the nation. We have 23 intercollegiate sports including: baseball, basketball, cheering, cross-country, field hockey, golf, ice hockey, indoor/outdoor track, lacrosse, soccer, softball, tennis, volleyball, and wrestling. Nine different teams and countless individual performers have participated in national championship competitions, highlighted by the Huskies baseball team that captured the NCAA Division III National Championship in both 1991 and 1997. The women's basketball team has played in the four-team national championship tournament five times since 1998. Annually, several USM teams achieve a national ranking and qualify for postseason play sponsored by the NCAA or ECAC.

USM student-athletes are supported in their efforts to excel with a strong system of academic support services which include mandatory study hours for first year students and progress checks with University faculty members. The Department of Athletics offers an 18-credit hour coaching certificate program that prepares individuals to coach at all levels.

FMI:(207) 780-5430, http://www.southernmainehuskies.com.

Student Life & Co-Curricular Programs

Dining Services

Dining facilities are located on all campuses. In Gorham, options include the Residential Restaurant, the Convenience Store, the Husky Hideaway Snack Bar in the Brooks Student Center, the Ice Arena Kiosk, and the Bailey Hall Cafe. In Portland, options include the Food Court in the Woodbury Campus Center, the University of Maine School of Law Café, and the Luther Bonney P.O.D. and Mini-Mart. The Lewiston-Auburn campus features Café-LA.

FMI (including hours, menus, and how to purchase a residential or commuter meal plan): (207) 780-5420, http://www.campusdish.com/en-us/CSNE/SouthernMaine.

Residential Life

The Department of Residential Life and Resident Education provides clean, safe, and attractive living and learning environments for approximately 1500 students in seven residential facilities on the Gorham Campus. Accommodations are coeducational and offer convenient access to classes and campus events. Students living on campus may choose to apply to live in one of our special interest housing areas or living-learning communities.

FMI: (207) 780-5240, email reslife@usm.maine.edu, or http://usm.maine.edu/reslife, 100 Upton Hall, Gorham Campus.

Student Centers

Brooks Student Center

The Brooks Student Center (BSC) serves as the "hub" for student life in Gorham. Whether you want to relax and study, grab a snack, or attend an event, the BSC has something for you. BSC amenities include 24/7 access to a UCU ATM and cash-to-card machines, campus bookstore, student mailboxes, computer stations, lounge space, bulletin boards, and three campus dining locations: the Residential Restaurant, the Husky Hideaway, and the Brooks Convenience Store. BSC is also home to the Office of Student Life & Campus Involvement and Activities.

FMI: (207) 780-5081 or visit http://usm.maine.edu/studentlife.

Woodbury Campus Center

The Woodbury Campus Center serves as the "living room" of the Portland campus, with campus dining, the USM bookstore, UCU ATM, and

many other services available. Also located in the Woodbury Campus Center is the Student Life Office, Area Gallery, the Women and Community Center, the Center for Sexualities and Gender Diversity, Student Government Offices, Student Legal Services Office, the Veterans' Resource Center, and the Multicultural Student Center. Support services for commuter students including off-campus housing options, parking and transportation information, and more are also available.

FMI: (207) 228-8200 or visit http://usm.maine.edu/studentlife.

Student Government and Student Organizations

Graduate Student Government

http://usm.maine.edu/grad/graduate-student-government

Undergraduate Student Government Association

http://usm.maine.edu/studentlife/sga

USM/LAC Student Government Association

http://usm.maine.edu/lac/student-government-association

Student Organizations

http://www.usm.maine.edu/studentlife

Student Legal Services

http://student-groups.usm.maine.edu/sls/

Greek Life

Greek letter organizations offer students the opportunity to participate in a community emphasizing leadership, community service, academic achievement, and self-governance. Several social fraternities and sororities are affiliated with USM.

FMI: visit http://usm.maine.edu/studentlife/greek-life

Student Life and Student Services

The following programs and services are dedicated to supporting student learning and promoting student development. Additional information is available on the individual Web sites and /or at the offices listed below. Questions regarding all areas in this section may be addressed to Craig Hutchinson, Chief Student Affairs Officer at (207) 780-4035, or by email to craigh@usm.maine.edu.

Chief Student Affairs Officer

The Division of Student & University Life, under the leadership of the Chief Student Affairs Offier ("CSAO"), supports the academic mission of the University through quality student-centered programming and services that support the emotional, intellectual, personal and ethical growth of the individual student. Students are at the center of our work.

The following departments, services, and programs are coordinated and managed through the Office of the Chief Student Affairs Officer:Athletics, the Brooks Student Center, the Campus Safety Project, the Center for Sexualities & Gender Diversity, Community Standards, Dining Services, Health & Counseling, Multicultural Student Affairs, Parking & Intercampus Transportation, Public Safety, Recreation, Fitness, & Intramural Sports, Residential Life, Student Life & Activities, Student Government & Organizations, Student Wellness, Veterans' Resource Center, the Women & Community Center, and the Woodbury Campus Center.

Located on the Second Floor of the Sullivan Complex on the Portland Campus, the CSAO's office can be reached by phone at (207) 780-4035, by email at craigh@usm.maine.edu, or visit our website at http://usm.maine.edu/sul.

Student Support & Campus Conduct Policies

Community Standards

The Office of Community Standards administers the Student Conduct Process. Through the Student Code of Conduct, the office maintains community standards of behavior that support the University's educational mission, promote students' academic achievement, and protect the rights of University community members. Violations of state or federal law and/or a University policy or regulation, will be addressed through student conduct action and/or action through the appropriate criminal/civil process.

FMI (including a copy of the Student Conduct Code): (207) 780-5242,http://usm.maine.edu/ocs, or visit 125 Upton Hall on the Gorham Campus.

Campus Safety Project

The Campus Safety Project is a university-wide effort to promote healthy relationships by providing prevention education and response training on sexual assault, stalking, and relationship abuse for students, faculty, and staff and coordinating campus and community-based programs and services.

FMI:http://usm.maine.edu/campussafetyproject/overview including details regarding on-campus sexual assault and relationship violence advocacy support.

Diversity & Inclusiveness

Take advantage of opportunities to celebrate our community and to explore the broad diversity of background, traditions and points of view that makes the USM campuses so vibrant. The work of the Centers and programs below are grounded in an understanding and celebration of our diverse community which includes people of all abilities, ages, ethnicities, genders, nationalities, races, religions & spiritual traditions, socioeconomic classes, and sexual orientations.

The Center for Sexualities & Gender Diversity

132 Woodbury Campus Center, Portland Campus, (207) 780-5767

The Center for Sexualities and Gender Diversity seeks to ensure a University environment that is positive, safe, and supportive for members of the gay, lesbian, bisexual, transgender, questioning, and allied (GLBTQA) community. The Center oversees the USM Safe Zone Project, a program that conveys an inclusive message to the University community. Safe Zone Project volunteers attend a short orientation program and then display a rainbow-striped sticker with the words "safe zone USM." This shows that they are committed to being identified as safe and supportive contacts for GLBTQA students, faculty, and staff members.

Interfaith Chaplaincy

23 Brighton Ave, Portland Campus, (207) 228-8091

The Chaplaincy offers programs and services to support religious and spiritual life in all its expressions. Associate chaplains sponsored by their respective faith communities offer services to students and student groups in religious or spiritual traditions, and work together to offer programs encouraging spiritual life and interfaith dialogue. A space is provided for reflection, meditation, or prayer for individuals and groups.

Office of Equity & Compliance, 209 Deering Street, Portland Campus

(207) 780-5510

The Office of Equity and Compliance is committed to ensuring that all units of the University foster a respectful, inclusive, and fair campus environment, free from discrimination and harassment. The Office oversees the University's compliance with affirmative action, sexual harassment, disability, and other civil rights statutes and policies, and assists search committees in conducting equitable processes in the recruitment of faculty and staff. The goal of the Office is to prevent discrimination or harassment from occurring and to provide an effective means of raising and promptly resolving complaints. If an individual has a question, concern, or complaint about discriminatory harassment or to request a copy of the policy or more information, he or she should contact the Office at (207) 780-5510.

Office of Multicultural Student Affairs

Woodbury Campus Center, Portland Campus, (207) 780-4006

Multicultural Student Affairs is the home of the Multicultural Center, the North American Indian Tuition Waiver and Scholarship Program, and the Culture Beat newsletter. The Center helps create community for racially and/or ethnically underrepresented students, where cultural activities and celebrations occur and affiliated student organizations meet. Through its programming, the Center explores critical issues about race, class, ethnicity, nationality, and culture. The Center is open to the entire USM community. However, the Center has a unique role with regard to the

support of students from marginalized communities and cultures.

Veterans' Resource Center

Woodbury Campus Center, Portland Campus, (207) 780-5232

The Veterans' Resource Center serves veterans, servicemembers, and their families, who are accessing U.S. Department of Veterans Affairs educational benefits, often referred to as the GI Bill.

Women & Community Center

Woodbury Campus Center, Portland Campus, (207) 780-4996

The Women & Community Center offers a safe, comfortable, and relaxing space for women to meet each other, engage in discussion, and explore the numerous resources, programs, activities, and groups available. The Resource Center provides outreach to the diversity of women at USM in the form of programming, consultation, trainings, and leadership development. The Center also is the home of an extensive lending library of books and articles about a variety of issues as well as women's history, feminist philosophy, fiction by women, and much more.

Policies

For additional information about these general student policies or a copy of any policy, please contact the Office of the Chief Student Affairs Officer at (207) 780-4035 or by email at craigh@usm.maine.edu.

- Student Conduct Code
- Academic Integrity Policy
- Annual Safety Report
- Alcohol Policy
- Information about Alcohol and Drugs for Students and Employees of the University of Maine System
- Good Samaritan Policy
- Computer Usage
- Hazing
- HIV/AIDS
- Residence Hall Policies
- Sexual Assault
- Stalking and Relationship Abuse
- Sexual Harassment
- Student Administrative Appeals
- Student Complaints
- Tobacco Free Campus
- Weapons on Campus

CAHS Overview

Dean: Lynn M. Kuzma; Associate Deans: David Carey, Adam Tuchinsky; Director of Student Academic Affairs and College of Arts, Humanities, and Social Sciences Advising: Pamela V. Edwards; Financial Manager: Keva Wright Berry; Administrative Manager: Sharmon Toner; Special Assistant to the Dean for Communication and External Affairs: Jeanne Curran

The College of Arts, Humanities, and Social Sciences is dedicated to the ideal of a liberal arts education. Intellectually and administratively, its liberal arts mission at the undergraduate level is connected to graduate programs within the college and the university. The College of Arts, Humanities, and Social Sciences offers three graduate programs leading to the master's degree and two graduate certificate programs. These are the master of arts (MA) in American and New England studies, the master of fine arts (MFA) in creative writing, the master of music (MM), and certificates of graduate study in Composing Together and the Michael Chekhov Theatre Institute. The faculty of the College's graduate programs are committed to the preservation and dissemination of fundamental knowledge and dedicated to enhancing this knowledge through creative expression, scholarly interpretation, and research. All of our graduate programs instill in students general attributes such as critical thinking, effective oral and written communication, and creative expression, but this general educational mission is linked to professional achievement.

Departmental Organization

The College of Arts, Humanities, and Social Sciences has the following graduate schools and departments:

- American and New England Studies
- Music
- Stonecoast MFA
- Theater

Teacher Certification

Students who wish to prepare for a career in teaching at the elementary, middle, or secondary levels work with both the College of Arts, Humanities, and Social Sciences and the School of Education and Human Development. Students can become certified through both undergraduate and graduate pathways. The graduate pathway is the Extended Teacher Education Program (ETEP). Students interested in this option should complete a baccalaureate degree with a major in the liberal arts, in a subject related to the desired teaching level and subject. Additional information on the Extended Teacher Education Program can be found in the School of Education and Human Development section of this catalog.

American and New England Studies

MA in American and New England Studies

Description

Director: Kent Ryden

Professors: Cameron, Cassidy, Edney, Ryden

New England, as the publisher of Yankee magazine recently quipped, looks more like New England today than it did 30 years ago. Such observations reflect a new self-consciousness about regional identity in general, and about New England in particular. Popular interest in regionalism also underscores new scholarly attention to the role of cultural institutions, practices, and performances in helping to shape both national and regional identities. Mythic New England embodies some of the most familiar American images and the region has historically held a special place in the American imaginary landscape. Steeped in tradition and the kinds of pastoral images celebrated by Yankee magazine, New England was also the nation's most urban and Roman Catholic region in the post-Civil War period. It was multicultural from the beginning.

The American and New England Studies program is committed to studying regionalism in the context of contemporary thought and scholarship. It is both a regional and an American studies program. The program's focus is on New England, but the region is examined in the broad context of American social and cultural experience as a whole. Exploring as well as destabilizing "official" New England, the program offers students a wide range of interdisciplinary approaches and methodologies–including folklore, literary studies, visual culture, landscape and cultural geography, art and architectural history, archaeology, cultural criticism, environmental studies, and ethnography–but stresses the historicity of such practices, and of the culture and society they set out to explore.

The program seeks:

- to offer students a challenging interdisciplinary program focusing on the study of New England and the "new" regionalism;
- to emphasize the critical role of the arts, humanities, and social sciences in understanding New England and in interpreting its history and culture to the public;
- to prepare students for a variety of opportunities that require critical thinking, scholarly analysis, research skills, and the ability to communicate effectively;
- to integrate the study of regionalism into American studies;
- to create new opportunities for exchanges among scholars, professionals, and graduate students with common interests in American and New England studies;
- to act as a cultural and educational resource for the region.

Through courses, lectures, conferences, and internships, the program explores New England's distinctiveness and examines the region's contributions to American culture as a whole.

Program Policies

In addition to the general policies described in the Academic Policies chapter, specific policies of this program are as follows:

Admissions Credit Students who have not been officially admitted to the program may take courses for admissions credit. Normally, six admissions credits are the maximum allowed. The director of American and New England Studies must approve all requests for admissions credit.

Transfer Credit

A student may transfer up to six credits into the American and New England Studies Program. To be considered for transfer credit, previous coursework must be interdisciplinary and must focus on America or New England. In addition, only coursework awarded a grade of B or better will be considered for transfer credit. The Admissions Committee will review all requests for transfer credit. Course materials should accompany these requests.

Thesis/Project

Students should have at least a 3.50 GPA by the time they propose a thesis/project for the thirty-hour track.

Time Limit

Students must complete all requirements for the degree within six years from the date of first matriculation.

Program Requirements

The curriculum is unique; unlike other regional studies and interdisciplinary programs, the curriculum consists of courses that have been created specifically for the American and New England Studies master's degree and that integrate the arts, humanities, and social sciences. Students may pursue a 30-credit program that includes a thesis or project or they may follow a 36-credit program that does not include a thesis or project. Students who elect the 36-credit program must complete two research papers in elective courses. A third option is also available in Public Culture and History. Students take 27 credits in ANE and 9 credits in nonprofit management and internship. Students in this track also must complete two research papers in elective ANES courses.

30-Credit Program

Required Courses	Credits
ANE 600 Creating New England I	3
ANE 610 Creating New England II	3
ANE 675 Workshop in Research and Writing	3
ANE 690 Project	
or ANE 695 Thesis	6
ANE 695 Thesis	6
Elective Courses	

Five courses chosen from ANE offerings	15

36-Credit Program

Required Courses	
ANE 600 Creating New England I	3
ANE 610 Creating New England II	3
Elective Courses	
Ten courses chosen from ANE offerings	30

Public Culture and History (36 credits)

Required Courses	Credits
ANE 600 Creating New England I	3
ANE 610 Creating New England II	3
ANE 670 Museums and Public Culture	3
Elective Courses	
Six courses chosen from ANE offerings	18
One of the following 9-credit tracks:	9
Track A	
ANE 687 Internship	3
2 courses in nonprofit management	6
or	
Track B	
ANE 687* Internship	3
ANE 687* Internship	3
1 course in nonprofit management	3

Please note: Beginning with students admitted for fall 2014, ANE 675, Workshop in Research and Writing, will be a required course for *all* degree programs.

*Internships must be at different institutions or in different areas of museum work (e.g., curatorial, educational).

Both the 30-credit and the 36-credit program offer students opportunities to focus their coursework in particular areas: history, literature, material culture and the visual arts. In addition, the project and thesis offer students opportunities to demonstrate intellectual independence and creativity by developing programs of study that address individual interests.

Admission Information

Admission to the American and New England Studies program is selective. The program seeks applicants who have a bachelor's degree with a record of academic achievement and who are committed to employing interdisciplinary approaches and methodologies. The program welcomes full-time and part-time students; courses are offered in the late afternoon and evening. All applications are reviewed by an admissions committee comprised of the director of American and New England Studies and faculty who teach in the program. Interviews may be required at the discretion of the Admissions Committee.

Application Materials

In addition to the materials described in the Admissions chapter, applicants for this program must submit:

- Official scores for the Miller Analogies Test (MAT) or Graduate Record Examination (GRE). Only students with an M.A. degree in the humanities or social sciences are exempt from this requirement.
- Three letters of recommendation http://usm.maine.edu/graduateadmissions/electronic-letter-recommendation-system-video
- Please see the special essay instructions at http://usm.maine.edu/graduateadmissions/programs

Application Deadline

Applications for the spring semester must be received by October 15. Applications for the fall semester must be received by January 15 to be considered for tuition waivers and by February 15 to be considered for graduate assistantships.

Applications received after these deadlines may be considered on a space-available basis through the end of March. Early acceptance may be considered at the request of the applicant and at the discretion of the Admissions Committee.

ANES Course Descriptions

ANE 600 Creating New England I
This required core course examines the development of New England regional identity from the 17th to the mid-19th century. Drawing on interdisciplinary approaches and materials, the course focuses on how regional identity has been both historically grounded and culturally invented. Topics include: the invention of New England as a second England; the Yankee character; the New England town; the creation of regional traditions; and the perspectives of Native Americans and African Americans on narratives of New England identity. Cr 3.

ANE 610 Creating New England II
The second part of the required core sequence, this course continues the examination of New England regional identity from the mid-19th century to the present. Topics include: the colonial revival; New England's working class and ethnic heritage; nostalgia; the regional revival of the 1920s and 30s; and regional identity and consumer culture. Cr 3.

ANE 612 Documenting America
This course will introduce students to the politics, culture, and history of documentary practices including film, photography, war reportage, television journalism, and storytelling venues such as *Moth Radio* and *This American Life*. The course will be organized chronologically with special attention given to the Progressive Era and WWI, the 1930's, including oral narratives conducted by Federal Writers Project, photojournalism of 1930's and 40's, postwar television documentary, documentary field schools in the 1970's, and contemporary radio practices. Cr 3.

ANE 615 Folklore and Region
This course will begin by introducing students briefly to the study of folklore, particularly in a regional context, and to the identification and analysis of folkloric "texts" broadly conceived. It will then proceed topically, examining regional folk culture as it relates to various of the elements that help comprise a regional identity: history, economic activity as it is constrained by the region, and the natural and humanly shaped physical environment. Attention will also be paid to variations in regional folk culture according to gender, ethnicity, and class. Each topic will include an extended examination of an example from New England as well as materials from other regions of the country. Cr 3.

ANE 618 African American Historical Archaeology
This course will examine the role of historical archaeology in interpreting African American lifeway and heritage in North America and the Caribbean. Several important topics in contemporary historical archaeology will be focused on including: plantation slavery, urban lifeways, subsistence and foodways, burial practice, ethnicity and social inequality, feminism, African cultural connections and public and museum construction of African identity and representation. Cr.3.

ANE 620 Regional Writing and the Sense of Place
This course focuses on New England literature of place including fictional, historical, poetic, and autobiographical writing. It examines the subjective experience of place and the cultural perception and use of space. The course explores how memory, experience, and nostalgia connect individual and collective identity to place. It also offers some comparative perspectives on the sense of place in other American regions. Cr 3.

ANE 622 Food: History, Culture, Politics
This course will explore the history, culture, and politics of food in America with a special emphasis on New England and regional differences. The course will examine colonial food ways and scarcity, nineteenth century health reforms, diets, and cooking schools, the uses and production of cookery books, class and gender meanings of food, the growth of industrial foods and food-like substances, hunger, organic and local movements, school lunches, and contemporary politics. Cr 3.

ANE 629 Ethnicity in New England and America
This course explores the historic role of ethnicity in the formation of New England social life and cultural identity. Using a variety of texts and approaches, students will examine immigrant community life (including foodways, housing, leisure, and work), constructions of "race" and "whiteness," and the relationship between ethnicity and regional identity. Cr 3.

ANE 630 The Culture of Consumption
Focusing on New England and the emergence of industrial society, this course will explore popular forms of leisure, pleasure, and consumer culture in 19th- and 20th-century society. We will explore both popular writers such as P.T. Barnum and Edward Bellamy, as well as theorists as diverse as Thorstein Veblen and C. Wright Mills. Topics include: Victorian identity and consumption; the spa and the health club; rural peddlers; minstrelsy, burlesque, vaudeville, and melodrama; the rise of the department store; working-class style and the culture of wanting; advertising; the New England woman and the Newport belle; the tourist and the commodification of New England. Cr 3.

ANE 633 Mapping New England
A study of the history of construction and use of cartographic representations of New England and Maine, through the 20th century. Students learn to read maps as cultural texts and to analyze them according to their originating discourses. The basic theme running through the course is therefore that of cartographic literacy and commercialism: who used the maps and for what purposes? The course is structured around spatial

discourses which have been relevant for New England and the cartographic practices they have sustained. The scope of the course will expand to address, as necessary, more general issues in European and North American cartographic history. Cr 3.

ANE 635 Art and New England Culture
This course will examine painting, prints, and photography from the 17th through the 19th centuries; it will focus on New England art and its place in American art history. Students will study style and subject matter and their relation to literature, thought, and social history. Central to this course is the consideration of how region is "imaged" in the visual arts and how these images shape regional and national culture. Topics include: "reading" colonial portraits; landscape painting and the commodification of nature; race, ethnicity, and regional types; Winslow Homer and the masculinization of region; and imaging the New England woman at the turn of the century. Cr 3.

ANE 638 Reading the Cultural Landscape
This course will examine the New England and American human landscapes as texts which can be read to reveal cultural attitudes, values, priorities, and experiences. Emphasis will be on the analysis of ordinary landscapes of the sort which surround us every day. The course will focus on typical landscape "settings" or "compositions," not necessarily on individual components within those landscapes: that is, domestic or residential landscapes, commercial landscapes, industrial landscapes, civic landscapes, historic landscapes, and so on. Cr 3.

ANE 641 Environment and Culture
This course is an interdisciplinary examination of the ways in which occupants of the North American continent, from the pre-contact period to the present, have conceived of and interacted with the natural environment. The history of human use of and attitudes toward the environment will be examined within a cultural context. Course materials will be drawn both from New England and from other regions of the country. Cr 3.

ANE 644 Twentieth-Century New England Politics
This course examines the politics of New England since 1900, with emphasis on conflicts among the distinct subcultures (White Anglo Saxon Protestant, European-American, and African-American) which have given the region's politics its particular flavor. Special attention will be given to two dramatic political events–the Sacco-Vanzetti case and the Boston busing controversy–in which these conflicts played a significant role. Cr 3.

ANE 645 Women and Popular Culture
The relationship between women and the public realm has always been a source of intense controversy and debate. This course will explore these controversies as they unfolded over the 19th and 20th centuries, beginning with efforts by white and African-American women to speak in public and concluding with debates over female consumption of romance fiction and daytime television. Topics include: prostitution and commercialized leisure, vaudeville and the female spectacle, working class girls and popular culture, youth culture and courtship, celebrity culture, television, women in sports, and the gendered automobile age. Cr 3.

ANE 648 Domestic Architecture and American Culture
This course will examine the physical form as well as the idea and image of "home" from the 17th through the 20th centuries. House designs and styles and their historic changes and diversity across class and geographic boundaries will be examined. Students will also analyze the idea of home in visual culture (paintings, prints, photography, popular illustrations, film) and written texts (prose, architectural pattern books, advice books, magazines). Cr 3.

ANE 650 Topics in American and New England Studies
An in-depth study of a significant aspect of New England or American culture from an interdisciplinary perspective. Topics will vary from year to year. Recent topics have included: Native People of North America, Landmarks in American Nature Writing, and Women's Captivity Narrative: Traditions and Transformations. Cr 3.

ANE 655 Historical Archaeology of New England
An examination of the role of historical archaeology in interpreting the past. Several important topics in regional contemporary historical archaeology will be examined including: exploration and settlement during the contact period, landscape research and reconstruction, ethnicity and social inequality, subsistence and food-ways, material culture studies, and the relationship between culture and consumption. Cr 3.

ANE 657 Language and Print Culture in America
This course will examine what various groups of Americans have been publishing and reading over time for purposes of education, edification, and entertainment, as well as the larger linguistic context in which those books have been produced. We will focus on questions of both the history of American English and the history of the book in America, while also examining the specific nature of print as a medium of communication. Cr 3.

ANE 658 Visual Culture of 20th-Century America
This course will examine the production and circulation of visual images in twentieth-century American society, with a focus on the years 1900-1960. Students will examine varied image types, with an emphasis on painting, photography, advertising, and film, and how these images shaped the knowledge, experience, and culture of both New England and America. Cr 3.

ANE 660 New England Autobiography
This course examines 19th- and 20th-century New England autobiography; it focuses on works that illuminate aspects of regional experience. The

readings represent diverse forms of autobiographical expression as well as essays that introduce contemporary approaches to the study of autobiography. The course emphasizes a historical-cultural reading of autobiography, relating issues of style, self-representation, the life cycle, gender, class, ethnicity, and place to particular historical contexts and cultural needs. Cr 3.

ANE 665 Sex in New England
Perhaps no region has been more identified with sexual reticence and prudery than New England. Famous for its "blue laws" and "Puritanical" values, New England is more recently celebrated as a sexually liberal enclave, a region open to gay-marriage and a destination for gay travel and tourism. This course will explore the shifting history and turbulent politics of sexuality from 17th century New England to the present day. Topics include: marriage, sodomy and Puritan law, 18th century household structure and everyday sexual practices, sex and diet reform, Victorian sexual relations and marriage law, constructions of hetero/homosexuality, abortion, incest, the "Boston Marriage", New England Vice and Purity campaigns, P-town, and gay marriage. Cr 3.

ANE 668 Writers of Northern New England
This course focuses on literature about the sub region that Robert Frost referred to as "north of Boston." The course will examine writers who root their work in the landscape, culture, and history of Maine, New Hampshire, and Vermont. Considerable attention will be devoted to contemporary writing. Cr 3.

ANE 670 Museums and Public Culture
This course will examine the role of museums, preservationists, and collectors in shaping cultural identities and public memories in 19th- and 20th-century America. Topics will include: ethnographic collections and displays, fine arts museums and patrons, traditions of human display (such as 19th-century "freak shows"), history, anthropological and natural history museums, festivals, living history sites, and the narrative role of collections, artifacts, and museum design. Cr 3.

ANE 675 Workshop in Research and Writing
This course is a collaborative workshop that focuses on student writing and research needs. Students will read and comment on work in progress or use the workshop to design, research, and begin a thesis, project, or exit paper. This course is required for students writing a thesis or project, but is open to all ANES students. Prerequisite: 6 credit hours, 3 hours of which must be either ANE 600 or ANE 610. (Note: Beginning with students admitted for the fall of 2014, this course will be required for *all* students as part of their degree program.) Cr 3.

ANE 685 Reading and Research
Open to advanced students with exceptional records in the program, this course offers opportunities for reading and research under the direction of a faculty member. The approval of the ANES Curriculum Committee is required. This course may be taken only once. Cr 3.

ANE 687 Internship
Open to qualified students with exceptional records in the program; required for students in the Public Culture and History track. Internships are by application to the ANES Curriculum Committee. Participating organizations include, but are not limited to, the Portland Museum of Art, Old York Historical Society, Pejepscot Historical Society, and Maine Historical Society. Pass/fail. Cr 3-6.

ANE 690 Project
Completion of a two-semester project that may be an independent project or that may combine independent study and work in a historical society, a museum, a cultural organization, or other public or private institution. In consultation with an advisor, the student defines and develops the project in relation to his or her particular interest in American and New England Studies. Students should have at least a 3.50 GPA by the time they propose a project for the thirty hour track. Cr 6.

ANE 695 Thesis
The product of original research, the thesis should embody an interdisciplinary combination of approaches and/or materials. Students should have at least a 3.50 GPA by the time they propose a thesis for the thirty hour track. Cr 6.

MFA in Creative Writing

Description

Director: Annie Finch

Associate Director: Robin Talbot

The Stonecoast M.F.A. Program in Creative Writing is a low-residency graduate program that brings together a faculty of nationally known writers from across the United States. The M.F.A. is a two-year program, alternating intensive ten-day residencies with six-month independent writing projects supervised by the faculty mentors. The M.F.A. offers an interdisciplinary curriculum, including creative nonfiction, fiction, poetry, and popular fiction, with possibilities for elective work in such areas as writing about nature, writing for young adults, scriptwriting, performance, and translation.

Low-residency programs give students significant flexibility in pursuing graduate work as they do not require a day-to-day presence on campus.

Additional Information

The cost of the low-residency graduate writing program is $5,988.00 per semester plus USM's unified fee and room and board. Tuition is subject to change without notice; however, we will post information about tuition changes as soon as it is available. There are openings in the program for commuter students. The fee structure for this long-distance learning program is separate from the usual USM graduate tuition. The M.F.A. does not charge a higher rate for out-of-state students. Some scholarships are available.

For further information, contact the Office of Graduate Admissions at (207) 780-4386 or gradstudies@usm.maine.edu, or the Stonecoast M.F.A. office at (207) 780-5262.

Program Requirements

The master of fine arts requires attendance at two ten-day residencies per year for two years. These residencies are considered the beginning of each semester. Residencies are held at the historic Stone House on the Maine coast and taught by faculty and visitors of national reputation who meet with students for a series of workshops, presentations, conferences, and readings. The winter residency will be held in January and the summer residency in July.

The Stonecoast M.F.A. also requires students to complete four semesters of intensive long-distance work with a faculty mentor/writer. Each semester following the residency, at prearranged intervals, students send packets of creative writing and critical essays to their mentors by mail or e-mail. Faculty respond with extensive, in-depth critiques of the student work.

Students complete a third-semester project in one of six emphases (craft, creative collaboration, publishing, social action, teaching, and theory) and write a creative thesis in their third and fourth semesters. Students must also attend a final graduation residency at which they give a reading of their work and participate in a panel or teach a class. Occasionally, leaves of absence will be approved for a maximum of two semesters.

Admission Information

Admission is highly selective; students will be accepted on the basis of manuscript samples and past educational experience in creative writing. Applications for the two annual admissions cycles are due on September 1 and February 1. Later applications may be considered in exceptional cases or until all places are filled.

The application can be found at http://usm.maine.edu/graduateadmissions. Application instructions are also at this site.

Stonecoast Course Descriptions

Each student must complete four workshop residencies and four semester projects along with a fifth graduation residency.

CRW 501 Residency Course I
An advanced workshop that focuses on the development of the student's writing through the use of faculty-guided workshops and topical seminars, round tables, panels, and readings, and discussion of major traditional and contemporary work in the genre. Workshop tracks include poetry, fiction, nonfiction, or popular fiction. Students are expected to submit an "in-progress" manuscript in advance of the residency. The manuscript(s) submitted will be analyzed during the faculty-guided workshops. Cr 6.

CRW 510 Poetry Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will then respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 520 Fiction Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will then respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 530 Creative Nonfiction Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 540 Popular Fiction Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 502 Residency Course II
This course is considered to be the completion of the first year's residency requirements. See description of Workshop Residency I. Prerequisites: CRW 501 and completion of Semester Project I in student's chosen genre. Cr 6.

CRW 512 Poetry Semester Project II
The focus of this course, which immediately follows the second residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.

CRW 522 Fiction Semester Project II
This course immediately follows the second residency. The course focus is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.

CRW 532 Creative Nonfiction Semester Project II
The focus of this course, which immediately follows the second residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.

CRW 542 Popular Fiction Semester Project II
The focus of this course, which immediately follows the second residency, is on the completion of a negotiated study plan developed between the

student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.

CRW 601 Residency Course III
This course is considered to be the first half of the second year's program. See description of Workshop Residency I. Prerequisite: CRW 502 and completion of Semester Project II in the student's chosen genre. Cr 6.

CRW 610 Poetry Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 620 Fiction Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 630 Creative Nonfiction Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 640 Popular Fiction Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 602 Residency Course IV
This course is considered to be the second half of the second year's program. See description of Workshop Residency I. Prerequisite: CRW 601 and completion of Semester Project III in the student's chosen genre. Cr 6.

CRW 612 Poetry Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 622 Fiction Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 632 Creative Nonfiction Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 642 Popular Fiction Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 603 Graduation Residency
This residency is the culmination of the M.F.A. in creative writing degree program. Prior to the residency, a student must have submitted a creative thesis deemed by a faculty committee to be of publishable quality. At the residency, the student must lead a presentation or participate in a panel on an issue of craft, theory, publishing, teaching/pedagogy, interdisciplinary artistic collaboration, or literacy/community services. The student must also give a public reading from the creative thesis. Prerequisite: completion of Semester Project IV in the student's chosen genre. Cr 0

School of Music Overview

Director, School of Music: A.Kaschub

Professors: Chickering, Kargul, M.Kaschub, Martin, Oberholtzer, Parchman, Russell; Associate Professors: Christiansen, Lehmann, Sonenberg; Instructors: A.Kaschub, Reichert

The University of Southern Maine School of Music offers music degrees in composition, conducting, jazz studies, music education, pedagogy, and performance. The School of Music is a fully accredited member of the National Association of Schools of Music. With more than fifty-five full-time, part-time, and artist faculty, its impact on the cultural life of New England can be found in all areas of musical activity, from the elementary teacher to the professional performer. One will find USM School of Music graduates teaching on every level from preschool to graduate school. Their expertise as teachers and/or performers is highly regarded and in great demand.

MM in Composition

Description

Advanced study of composition at the master's level.

Program Requirements

Composition requires a minimum of 30 credit hours

MUS 506 Chamber Music (Composer's Ensemble)	1
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (composition)	12
MUP 690 Recital	0
Electives–Any MUS, MUP or MUE 500- or 600-levelcourses.	8
A two-year residency is required.	

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 520 Seminar in Music History and MUS 530 Seminar in Music Theory. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program.

Each program requires that students demonstrate mastery in their primary area of study. Composition students meet this requirement through the presentation of a recital.

The following conditions will apply to all graduate recitals:

- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital will be by a committee of no than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate's graduate advisor, and the degree candidate's private instructor.
- The candidate must receive a grade of B or higher on the recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit

Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master's degree.

Residency

Composition requires a two-year residency.

Exit Requirements

Composition majors must present one sixty-minute lecture/recital in which program notes and compositional process are shared with the audience as verbal introductions to each work. The recital comprises forty minutes of original music for a variety of mixed media composed while in residency for the degree. The composer will participate as performer on at least one work on the recital. In addition to the recital, the composer is encouraged to seek performances for his/her work elsewhere; only in exceptional cases might any part of this recital be substituted for outside work.

Admission Information

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form
- The application fee
- Official transcripts of all previous college and university work
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program in composition must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An interview and portfolio review (by invitation only; see details below).
- Applicants in composition must also submit:
- Scores of three representative works from three different performance media showing originality and technical competence.
- Recordings (CD, mp3, or url link) of three representative works (to correspond with scores above, if possible).
- Complete list of works with first performances arranged chronologically.

Music Interview and Portfolio Review

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School's coordinator of graduate studies The program advisor for composition will contact applicants selected for interview.

Each degree program has specific audition requirements. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

MM in Conducting

Description

The Master of Music - Area of Study in Conducting has the following areas of emphasis:

- Choral
- Orchestral
- Wind

See Requirements, below.

Program Requirements

Choral Conducting

Requires a minimum of 31 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (choral conducting)	9
MUP 690 Recital	0
MUS 501 Chorale (2 sem.) or	1
MUS 505 Chamber Singers (2 sem.)	1
MUS 533 Advanced Analysis of Tonal Music	3
MUS 535 Advanced Aural Skills	3
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	6

Nine credits of applied music in choral conducting (three 3-credit courses) will be scheduled as private lessons and will be supplemented by rehearsal time with one of the University choral ensembles or other appropriate ensemble. Three substantial topics will be covered during the course of the applied study: choral-orchestral conducting, a research project to create a detailed program note, and a repertoire list.

Orchestral Conducting

Requires a minimum of 31 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (orchestral conducting)	9
MUP 690 Recital	0
MUS 500 Orchestra (two semesters)	1
MUS 533 Advanced Analysis of Tonal Music	3
MUS 535 Advanced Aural Skills	3
Electives–Any MUS, MUP, or MUE 500- or 600-level courses	6

Nine credits of applied music in orchestral conducting (three 3-credit courses) will be scheduled as private lessons and will be supplemented by rehearsal time with the University Orchestra or other appropriate ensemble. A one-year residency is required.

Wind Conducting

Requires a minimum of 31 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (wind conducting)	9
MUP 690 Recital	0
MUS 502 Concert Band (two semesters) or	1
MUS 508 Wind Ensemble (two semesters)	1
MUS 533 Advanced Analysis of Tonal Music	3
MUS 535 Advanced Aural Skills	3
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	6

Nine credits of applied music in wind conducting (three 3-credit courses) will be scheduled as private lessons and will be supplemented by rehearsal time with the Concert Band, Wind Ensemble or other appropriate ensemble. A one-year residency is required.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program.

Each program requires that students demonstrate mastery in their primary area of study. Conducting students meet this requirement through the presentation of recitals.

The following conditions will apply to all recitals:

- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate's graduate advisor, and the degree candidate's private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit: Additionally, no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master's degree.

Residency

A one-year residency is required for wind and orchestral conducting. Residency is not required in choral conducting.

Exit Requirements

Exit requirements are specific to each program. Please consult the faculty advisor in these programs for a list of requirements.

Admission Information

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate programs in conducting must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below). Music education applicants submit additional materials in lieu of an audition.
- One year or its equivalent of full-time teaching or conducting experience.

Applicants in conducting must submit:

- A video recording which contains at least fifteen minutes of conducting, at least half of which should be of a performance.
- A representative repertoire of works performed.
- Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School's coordinator of graduate studies. The program advisor for the specific area of concentration will contact applicants selected for audition. Applicants will take a sight singing exam at the time of the audition.

Each area of conducting specialty has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

The conducting audition requires:

- Choral: prepare a musical score(s) of at least ten minutes duration, know its musical structure and be able both to conduct it and to sing any musical line.
- Orchestral: prepare the first movement of a Beethoven symphony, know its structure, and be able to conduct it.
- Wind: prepare the Ralph Vaughan Williams "Folk Song Suite," know its musical structure, and be able to conduct it and to sing any musical line.
- Optional for the conducting audition:
- Choral: play at the piano the following: a five-minute piece of at least the level of difficulty of a Clementi sonatina; all major and minor scales, hands together, two octaves; a Bach chorale at sight; "My Country 'tis of Thee" in all keys with an improvised accompaniment of I, IV, V chords; sing two art songs, one in Italian and one in English.
- Instrumental: perform a five-minute piece on an instrument of the applicant's choice that demonstrates a level of competence equivalent to a Bachelor of Music on that instrument.
- Preference will be given to conductors who have performance expertise.

MM in Jazz Studies

Description

See Program Requirements

Program Requirements

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (jazz studies)	9
MUP 690 Recital	0
MUS 506 Chamber Music (jazz)	1
MUS 507 Jazz Ensemble	1
MUS 682 Chamber Jazz Ensemble Evolution and Analysis	2
MUS 683 Large Jazz Ensemble Evolution and Analysis	2
Electives–Any MUS, MUP or MUE 500- or 600-levelcourses.	6

Nine credits of applied music in jazz studies (three 3-credit courses) will be scheduled as private lessons. These studies will be supplemented with two semesters of performance in a chamber jazz ensemble and two semesters of performance in a large jazz ensemble.

Recital

Jazz Studies majors must present one recital for completion of their degree program. The recital will be comprised of no less than sixty (60) minutes of repertoire which features the candidate as a soloist. The ensemble and the repertoire must be approved by the program advisor and/or the private instructor.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program. Jury reviews are scheduled each semester for majors in performance and jazz studies. Consult the School of Music for policies on jury review.

Each program requires that students demonstrate mastery in their primary area of study. Jazz students meet this requirement through the presentation of a recital. Consult the individual requirements below for more details.

The following conditions will apply to all recitals:

- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate's graduate advisor, and the degree candidate's private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit

Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master's degree.

Residency

A one-year residency is required for jazz studies.

Exit Requirements

Students must present one recital for completion of their degree program. The recital will be comprised of no less than sixty minutes of repertoire that features the candidate as a soloist. The ensemble and the repertoire must be approved by the program advisor and/or the private instructor. Candidates will be tested on topics in jazz studies. Sample questions are available for review and study.

Admission Information

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form
- The application fee
- Official transcripts of all previous college and university work
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below).

Applicants in jazz studies must also submit:

- A representative repertoire of works performed.
- A recent recording that contains at least fifteen minutes of a live performance including a demonstration of your improvisational abilities.

Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School's coordinator of graduate studies. The program advisor for jazz studies will contact applicants selected for an audition. The jazz studies audition requires a fifteen-minute performance of jazz repertoire that is diverse in style and shows improvisational abilities. Applicants will take a sight singing exam at the time of the audition.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

MM in Music Education

Description

Program Advisor: Michele Kaschub, kaschub@usm.maine.edu

The music education program is designed to be completed in three summers with the exception of the Seminar in Music History and Seminar in Music Theory, which will be offered as evening courses during the academic year. There is no residency requirement.

Program Requirements

Requires a minimum of 32 credit hours	Credits
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUE 611 Introduction to Research in Music Education	3
MUE 612 Philosophical Bases of Music Education	3
MUE 613 Psychology of Music Teaching and Learning	3
MUE 614 Curriculum Development and Assessment	3
MUE 615 The Professional Portfolio or MUS 695 Thesis	2
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	9

Music Education Professional Portfolio Requirements: All students entering the master's program in music education are required to develop and maintain a portfolio based on their master's degree experiences. Portfolios are a way to focus on higher order thinking processes such as finding and solving problems, generating hypotheses, determining adaptations and applications, and relating learning to larger contexts. Furthermore, portfolios function as an extraordinary tool for increasing the efficiency of learning as each entry represents not only accomplishment, but directions for future study.

As such, portions of the portfolio may be viewed at various points throughout the program as individual components are created within core music education courses. The portfolio will be presented in its totality during the final oral examination.

The portfolio will be comprised of three sections:

- Oral Examination
  The oral examination will be scheduled through the coordinator of graduate studies within the School of Music. The student will present the milestones and domain project portions of the portfolio to the examination committee as the capstone experience of the degree program.
- Milestones
  The milestones portion of the portfolio is designed to encourage students to reflect on all coursework completed as part of the master's program. Students are encouraged to review all coursework and identify three experiences that have been particularly meaningful in shaping a personal understanding of music or music education and in influencing future study and practice. Students should create a one-

to two-page description of each milestone and be prepared to discuss the significance of the milestones with the oral examination committee.

- Domain Projects
  In this section student are encouraged to draw upon their experiences within the master of music program to create a set of question and essay projects that evidence knowledge from three different domains of study. Each domain project is organized as a ten- to fifteen-page answer to a question designed by the student in conjunction with their major advisor. Questions should be created and approved during the second summer of study for students following the three-summer master's plan.

  Question One must cover some topic related to one or more of the four core music education courses. Question Two must draw on MUE 595 coursework and relate to the student's area of professional emphasis (i.e., general music, choral music, instrumental music, technology, composition, conducting, etc.). Question Two material must relate to at least one MUE 595 course and may relate to other coursework as well. Question Three will address a topic that is of particular interest to the student and which demonstrates the student's ability to apply knowledge gained in the master of music program to good teaching practice. Each project should be thoroughly researched, organized, and presented in a professional manner.

Music Education Thesis Requirements

Students completing thesis work as the capstone project for the M.M. in Music Education degree will formulate a research plan with the program advisor.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program

Each program requires that students demonstrate mastery in their primary area of study. Master of Music in music education students meet this requirement through the preparation of a professional portfolio or thesis.

The following conditions will apply to all portfolio and thesis projects:

- Portfolio or thesis work will follow the successful completion of the comprehensive exams
- Grading of the portfolio or thesis will be by a committee of no less than two jurors. The jurors will be drawn from the graduate faculty and the degree candidate's graduate advisor.
- The candidate must receive a grade of B or higher on the portfolio or thesis. If the grade of B is not achieved, the candidate must revise the project document. If the grade of B or higher is not achieved in this revision, the candidate must petition the faculty to remain in the degree program.

Transfer credit

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit

Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master's degree.

Residency

The music education program is designed to be completed in three summers with the exception of the Seminar in Music History and Seminar in Music Theory, which will be offered as evening courses during the academic year. There is no residency requirement.

Exit Requirements

Students are required to assemble a Professional Portfolio (MUE 615) or Thesis (MUE 695) as a capstone project for the degree.

Admission Information

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music education
- Music education applicants submit additional materials in lieu of an audition.

Applicants in music education must submit:

- A video recording that contains a ten- to -fifteen-minute teaching sequence from a classroom or rehearsal setting. Videotapes of concert performances will not be accepted.
- A written, critical analysis of the teaching episode on the video recording.
- An essay of 1,000 words on a current topic in music education.

Music Audition

There is no audition for music education. Once the Office of Graduate Admissions application is complete, the music education program advisor and the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School's coordinator of graduate studies.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

MM in Pedagogy

Description

The Masters in Pedagogy is for students who wish to prepare for or are involved in a career in applied studio teaching. The program focuses on the development of teaching techniques and performance skills. Specific areas of pedagogy study include comparison of teaching methods and repertory. The program includes a supervised teaching internship.

Program Requirements

This program requires a minimum of 32 credit hours.	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 604 Applied Music, Secondary Area (4 semesters)	8
MUP 690 Recital	
or	
MUS 695 Thesis	0
MUS 521 Literature of the Major Instrument	2
Or, for vocal pedagogy majors:	
MUS 522 Vocal Literature I or MUS 523 VocalLiterature II	
MUS 572 Vocal Pedagogy	2
Or MUS 575 Pedagogy of the Major Instrument	2
MUS 565 Topics in Voice/Keyboard/Winds/Brass/Percussion	2
MUS 694 Internship – field application of appliedteaching	3

Electives – Any MUS, MUP, or MUE 500 or 600 levelcourses 6

Eight credits of applied lessons (4 semesters of 2 cr. each) will be scheduled as private lessons. Students are required to take jury examinations in each semester of enrollment until the recital or lecture/recital is successfully completed. Students are required to take jury examinations in each semester of enrollment in applied lessons until the final project is successfully completed.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program.

Each program requires that students demonstrate mastery in their primary area of study. Students meet this requirement through the presentation of a recital or thesis. Consult the individual requirements below for more details.

The following conditions will apply to all recitals, lecture recitals, and thesis projects in pedagogy:

- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital or thesis will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate's graduate advisor, and the degree candidate's private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit

Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master's degree.

Residency

No residency is required for the pedagogy program.

Exit Requirements

Pedagogy majors must present a sixty (60) minute recital, a forty-five (45) to sixty (60) minute lecture recital, or a thesis based on a pedagogical topic. The selection of an appropriate final project will be made in collaboration with the applied area teacher and program advisor.

Admission Information

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program in pedagogy must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below).

Applicants in pedagogy must submit:

- A complete repertoire list, specifying those works that have been performed

Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School's coordinator of graduate studies. The program advisor for the pedagogy area will contact applicants selected for an audition.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

In addition to a sight singing exam taken by all students at the time of audition, the pedagogy audition requires:

Demonstration of the ability to play at the piano: I, IV, V, I chord progressions in keys up to 3 sharps and flats.

A performance of at least 15 minutes of music containing repertoire that represents various music styles according to the discipline of the student's applied area.

Additionally, vocalists must perform in English, Italian and one (1) other language.

MM in Performance

Description

The Master of Music in Performance has the following concentrations:

- Performance - Brass or Percussion
- Performance - Organ
- Performance - Piano
- Performance - Strings
- Performance - Voice
- Performance - Woodwinds

For more information, see Requirements, below.

Program Requirements

Performance– Brass/Percussion

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (brass/percussion performance)	12
MUP 690 Recital (two)	0
MUS 521 Literature of the Major Instrument	2
MUS 500/501/508 Orchestra/Chorale/Wind Ensemble	1
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	6

Performance majors in the areas of brass and percussion must present two full-length recitals for completion of their degree program. The recitals will include at least sixty minutes of solo repertoire. Chamber music may be included and must be approved by the graduate advisor (and/or the private instructor). The candidate must be a featured soloist in the repertoire.

Performance–Organ

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (organ performance)	12
MUP 690 Recital	0
MUS 506 Chamber Music and/or Accompanying	1
MUS 518 Organ Literature I*	2
MUS 519 Organ Literature II*	2
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	4

*Organ Literature I and II must be taken unless equivalentcourses have already been taken at the undergraduate level.

Twelve credits of applied music in organ (four semesters of three credits each) will be scheduled as private lessons. Students are required to take jury examinations in each semester of enrollment in organ until the recital is successfully completed. A one-year residency is required.

Students must present two complete recitals. One must be a lecture-recital, with a thirty-minute lecture and thirty minutes of solo repertoire. The other must include sixty minutes of solo repertoire. Recital programs must be approved by the private instructor and/or the program advisor.

In addition to the general exit examinations in music history and theory, students must pass a proficiency exam in sight reading.

Performance–Piano

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (piano performance)	12
MUP 690 Recital	0
MUS 506 Chamber Music and/or Accompanying	2
MUS 524 Piano Literature I*	2
MUS 525 Piano Literature II*	2
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	3

*Piano Literature I and II must be taken unless equivalentcourses have already been taken at the undergraduate level.

Twelve credits of applied music in piano (four semesters of three credits each) will be scheduled as private lessons and will be supplemented with studio class participation. Students are required to take jury examinations in each semester of enrollment in piano until the recital is successfully completed. A one-year residency is required.

Students must present one full-length solo recital from memory. The program, which must be approved by the program advisor, must include a minimum of sixty minutes of solo repertoire.

In addition to the general exit examinations in music history and theory, students must pass a proficiency exam in sight reading.

Performance–Strings

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 500 Orchestra	1
MUP 603 Applied Music (strings performance)	12
MUP 690 Recital	0
MUS 521 Literature of the Major Instrument	2
Electives–Any MUS, MUP or MUE 500- or 600-level courses	6

Performance majors in the area of strings must present two full-length recitals for completion of their degree program. Each recital must include at least sixty minutes of music, one portion of which may include a collaborative ensemble, and must show a range and variety of historical styles (at least one piece must be from the twentieth century). At least one major work on the program must be memorized. This is a graded recital in which a grade of B or better must be earned for credit.

Guitarists and harpists may, in consultation with their program advisor and studio teacher, fulfill the one-credit ensemble requirement by enrolling in other appropriate ensembles.

Performance–Voice

Requires a minimum of 32 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (voice performance)	12
MUP 690 Recital	0
MUS 522 Music Literature: Voice I	2
MUS 523 Music Literature: Voice II	2
MUS 501 Chorale	1
or MUS 505 Chamber Singers	1
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	6

Students are required to take jury examinations in each semester of enrollment in voice until the recital is successfully completed. A one-year residency is required.

During the final semester of graduate study, the student will be required to present one complete recital from memory (minimum requirements: sixty minutes of music with no more than twelve minutes of ensemble performance) demonstrating evidence of interpretive skill and vocal technique in English, French, German and Italian repertory.

Minimum proficiencies

- Completion of two semesters of undergraduate Italian and two semesters of undergraduate French of German
- Diction pronunciation proficiency exam in French, Italian, and German
- Ability to play at the piano: I, IV, V, I chord progression in keys up to 3 sharps and flats
- Ability to sing a melody

Performance–Woodwinds

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUS 520 Seminar in Music History	3
MUS 530 Seminar in Music Theory	3
MUP 603 Applied Music (woodwinds performance)	12
MUP 690 Recital (two)	0
MUS 521 Literature of the Major Instrument	2
MUS 500/501/508 Orchestra/Chorale/Wind Ensemble	1
Electives–Any MUS, MUP, or MUE 500- or 600-levelcourses	6

Performance majors in the area of woodwinds must present two full-length recitals for completion of their degree program. The recitals will include at least 60 minutes of solo repertoire. Chamber music may be included and must be approved by the graduate advisor (and/or the private instructor). The candidate must be a featured soloist in the repertoire.

In addition to the general final examinations in history and theory, candidates must pass an exam on woodwind literature and performance practice.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program. Jury reviews are scheduled each semester for majors in performance and jazz studies. Consult the School of Music for policies on jury review.

Each program requires that students demonstrate mastery in their primary area of study. Students meet this requirement through the presentation of one or more recitals. Consult the individual requirements below for more details.

The following conditions will apply to all recitals:

- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate's graduate advisor, and the degree candidate's private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit

Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master's degree.

Residency

A one-year residency is required for most performance programs.

Exit Requirements

Exit requirements are specific to each performance area. Please see recital descriptions above.

Admission Information

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below).

Applicants in performance must also submit:

- A complete repertoire, specifying those works that have been performed.
- A recent recording of a live performance.
- Vocal performance applicants must show evidence of completion of two semesters or equivalent of undergraduate Italian and two semesters or equivalent of either undergraduate French or German; show evidence of completion of undergraduate courses in Italian, French, and German diction.

Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School's coordinator of graduate studies. The program advisor for the specific performance area (brass, keyboards, percussion, strings, or voice) will contact applicants selected for an audition.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

In addition to a sight singing exam taken by all students at the time of audition, specific requirements are:

- Organ: perform three major works: one of J. S. Bach and one each from the nineteenth and twentieth centuries; sight read an organ composition at the level of a Rheinberger trio.
- Percussion: Timpani: play either an étude from Solo Timpanist (Vic Firth) or March (Carter); Drum: play an étude from First Twelve Études for Snare Drum (Deleceuse); Mallets: play a four-mallet solo and three orchestral excerpts.
- Piano: perform from memory a major work of J. S. Bach (such as a suite, toccata, or prelude and fugue from the Well Tempered Clavier); a complete sonata by either Haydn, Mozart, or Beethoven; a major work from the nineteenth or twentieth century; sight read a piano composition at the level of a Haydn sonata.
- Strings: perform the first movement (or equivalent) of a standard concerto (with cadenza); perform one movement from a nineteenth or twentieth century sonata; perform two contrasting movements from an unaccompanied work by Bach. It is recommended that at least one of the three excerpts be memorized. Harp and guitar performers may substitute an advanced étude of their choice for one of the above categories.
- Winds: perform a complete concerto or sonata from the Classical era; perform one composition each from the nineteenth and twentieth centuries; perform six standard orchestral excerpts.
- Voice: perform a twenty-minute memorized recital of repertoire from various stylistic periods, including selections in Italian, French, German, and English; play at the piano the following chord progression: I, IV, V, I in all keys up to three sharps and three flats.

Certificate of Graduate Study in Composing Together

Description

Composing Together is a nine-credit certificate of graduate study in teaching music composition. The certificate requires the completion of three courses and may stand alone or may constitute a sub-concentration with the M.M. in music education. The courses within the certificate program, Composing Together: Level I (MUE 621), II (MUE 622), and III (MUE 623), will develop the teacher as a composer and as a facilitator of children's composition in K-12 music classrooms, private and group lessons, computer laboratories, and rehearsal settings. Teachers will learn to design, implement, and assess composition units that they will be able to teach within their own school systems. See course descriptions below.

Program Requirements

Composing Together: Level I (MUE621), II (MUE 622), and III (MUE 623)

Admission Information

This certificate program is open to any student possessing an undergraduate degree in music. Applicants are required to submit an application and supporting documents. Please contact the USM Office of Graduate Admissions for an application and instructions.

Course Descriptions

- Undergraduate
- Graduate

Undergraduate

Courses Primarily for Non-Majors

MUP 101 Applied Music

An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument. One half-hour lesson per week for twelve weeks. Restricted to non-majors and certain music students. May be repeated for credit. Special fee assessed. Cr 1.

MUP 102 Applied Music
An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks. Restricted to non- majors and certain music students. May be repeated for credit. Special fee assessed. Cr 2.

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 102 Music of the Portland Symphony
A course designed to increase the student's understanding and appreciation of the music scheduled for the Portland Symphony Orchestra's regular concerts of the semester. Attendance is required at the concerts in addition to regularly scheduled classes. Historical background, biography of composer, musical analysis, rehearsal and performance techniques, and music criticism. Open to all students. Cr 3.

MUS 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 109 Dynamic Posture and Alignment
Provides students with a practical understanding of anatomy, kinesiology, and biomechanics in order to improve ease and freedom of motion while in a stationary position. This course is designed for musicians, as well as other performers and creative artists, athletes, and computer users. Cr 2.

MUS 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 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 203 Music in the Twentieth Century
A study of trends in European and American music from the beginning of the century to the present with emphasis on the literature of the major composers. Open to all students. Cr 3.

Music Performance Groups

Major Ensembles

MUS 400 Southern Maine Symphony Orchestra
A string, wind, and percussion ensemble open to all University students and community members through audition. The ensemble focuses on the fundamentals of ensemble performance, dealing with a variety of literature, and performs at least one major concert per semester. Prerequisite: audition. Cr 0.5.

MUS 401 University Chorale
A choral ensemble for mixed voices open to all University students through audition. The Chorale sings repertoire from all historical periods and performs locally and on a spring tour. The purposes of the ensemble are to develop musical expression and precision of intonation and rhythm and to promote the musical development necessary for excellence in ensemble singing. Prerequisite: audition. Cr 0.5.

MUS 402 University Concert Band
A wind and percussion ensemble open to all University students through audition. The ensemble focuses on the fundamentals of ensemble performance dealing with a variety of literature. The University Concert Band performs at least one major concert per semester and is active in presenting school assembly programs. Prerequisite: audition. Cr 0.5.

MUS 405 Chamber Singers
An ensemble of mixed voices selected by audition. The ensemble specializes in a cappella repertoire, notably of the Renaissance era and the 20th century. Prerequisite: audition. Cr 0.5.

MUS 407 Jazz Ensemble
An ensemble specializing in the study and performance of jazz for large and small groups. Open to all students by audition. Prerequisite: audition. Cr 0.5.

MUS 408 Wind Ensemble
The Wind Ensemble offers a unique musical experience to its members. The versatility of the Wind Ensemble, based upon the solo performer premise, has established a tradition of performing chamber and large instrumentations, traditional or experimental combinations, and early through contemporary literature. The membership of the Wind Ensemble is selected from Concert Band personnel. Prerequisite: audition. Corequisite: MUS 402. Cr 0.5.

Small Ensemble

MUS 403 Percussion Ensemble
A percussion ensemble open to all University students through audition. Prerequisite: audition. Cr 0.5.

MUS 404 Opera Workshop
This ensemble will focus on the union of musical ideas with dramatic situations and will explore the ways in which singers must convey the essence of a dramatic situation. Performances of scenes from operas, operettas, and musical theater. Prerequisite: audition. Variable credit .5-1.0

MUS 406 Chamber Music
A performance course open to all qualified students interested in forming chamber groups: duets, trios, quartets, quintets, etc., under faculty supervision. Cr 0.5.

MUS 410 Collegium Musicum
An early music ensemble dedicated to the performance of music from the Medieval through the Baroque period. This ensemble is open to singers and instrumentalists of the University and the general community. Prerequisite: audition. Cr 0.5.

MUS 452 Accompanying
A workshop course in applied accompanying under faculty supervision. One-half credit is awarded for each twenty hours of University-supervised accompanying, with a maximum of two credits in any academic year. Cr 0.5-2.

Music Performance

MUP 201 Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One half-hour lesson per week for twelve weeks in the minor performance area in fulfillment of applied music requirements. Restricted to music majors and minors. May be repeated for credit. Special fee assessed. Cr 1.

MUP 202 Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks in the major performance area in fulfillment of applied music requirements. Restricted to music majors and minors. May be repeated for credit. Special fee assessed. Cr 2.

MUP 203 Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks in the major performance area in fulfillment of applied music requirements. Restricted to B.M. performance majors. May be repeated for credit. Special fee assessed. Cr 3.

MUP 390 Recital
Public performance in the area of applied study for junior performance majors. Graded pass/fail. Cr 0.

MUP 490 Recital
Public performance in the area of applied study for senior performance majors. Graded pass/fail. Cr 0-4.

MUP 491 Recital
Public performance in the area of applied study for music education majors. Graded pass/fail. Cr 0.

Music Education

MUE 110 ProSeminar 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. Corequisite: MUE 111 Professional Foundations 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
Students will learn techniques and methods to provide instruction on percussion instruments to students in grades 4-12. Corequisite MUE 110 ProSeminar 1. Cr. 1.

MUE 150 ProSeminar II
Provides a professional community for emerging music educators. Students will explore the uses of technology in education through fieldwork and other experiences. Students will continue the development of their teaching portfolios. Prerequisite: MUE 110 ProSeminar I; MUE 111 Professional Foundation for Music Education. Cr. 1.

MUE 210 ProSeminar III
Provides a professional community for emerging music educators. Fieldwork will focus on the application of instructional strategies for guiding critical and creative music listening in a variety of educational contexts. Prerequisite: MUE 150 ProSeminar II. Corequisite: MUE 211 Teaching Creative and Critical Listening PK-12. Cr. 1.

MUE 211 Teaching and Creative and Critical Listening PK-12
Application of music education methods and contemporary learning theory to music education curricula. An investigation of standards, teaching for musical understanding and the design of lesson plans and assessment strategies will empower students to define and demonstrate a comprehensive pedagogical approach as music educators. Prerequisite: MUE 111; Corequisite: MUE 210. Cr. 2.

MUE 250 ProSeminar IV
Provides a professional community for emerging music educators. Fieldwork will focus on the application of classroom and rehearsal strategies for developing young vocal musicians. Prerequisite: MUE 210 ProSeminars III. Corequisite: MUE 251 Teaching Vocal Music PK-12. Cr. 1.

MUE 251 Teaching Vocal Music PK-12
Students will develop personal singing skills as they learn to engage PK-12 singers in the study of vocal music. Students will study vocal pedagogy and group vocal technique. Students will create PK-12 curriculum and assessment materials and learn how to organize and administer a school based vocal music program. Prerequisite: MUE 210 ProSeminar III. Corequisite: MUE 250 ProSeminar IV. Cr. 3.

MUE 252 Choral Conducting
Introduction to conducting gestures and development of non-verbal gestures through choral conducting, including score analysis and rehearsal techniques. Prerequisite MUT 200 (Music Theory and Aural Skills III) Cr. 2.

MUE 253 Brass Techniques
Students will learn brass instrumental techniques and methods to provide instruction on brass instruments to students in grades 4-12. The demonstration of proper performance techniques on trumpet, horn, trombone, and tuba will be required. Prerequisites: MUE 210 ProSeminar III. Cr 1.

MUE 310 ProSeminar V Teaching Internship
Provides students an opportunity for intensive study and internship in a specialized area of music education. Students will work with the music education faculty to determine an appropriate field placement and course of study. Prerequisite: MUE 250 ProSeminar IV. Corequisite: MUE 311 Research and Evaluation. Cr. 3.

MUE 311 Research and 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. Corequisite: 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. Corequisite 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 350 ProSeminar VI
Provides a professional community for emerging music educators. Fieldwork will include both the observation and leadership of improvisation activities in a variety of educational settings. Prerequisite: MUE 310 ProSeminar V. Co-requisite: MUE Teaching Improvisation in Music PK-12.

Cr. 1.

MUE 351 Teaching Improvisation in Music PK-12
Students will investigate improvisation in various styles of music and learn how its application can foster creativity in students of all grade levels. Pedagogical methods, materials and standards incorporating jazz and various styles will be reviewed and applied to the music classroom. Prerequisite: MUE 310 ProSeminar V. Co-requisite: MUE 350 and a jazz ensemble (MUS 406 or 407 - by audition). Cr. 2.

MUE 352 String Techniques
Students will learn string techniques and methods to provide instruction on bowed instruments to school aged students. The demonstration of proper performance techniques on violin, viola, cello, and bass will be required. Prerequisite: MUE 310 ProSeminar VI. 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.

MUE 450 Professional Internship
Full-time student teaching during the senior year is provided for one semester under direct supervision in off-campus situations for all who meet the requirements. Students will experience classroom and ensemble teaching experiences. Corequisite: MUE 451. Cr 8.

MUE 451 Professional Portfolio
Creation of an electronic portfolio aligned with the USM Teacher Certification Standards. The portfolio will contain evidence of preparation, implementation and reflection on music education practices. Co-requisite: MUE 450 Cr 4.

Music Courses

MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz
An overview of selected styles and traditions of jazz and American popular music, as well as World music that has influenced those styles. Developing critical thinking and writing skills, the course stresses close analysis and interpretation of selected works. Cr. 3.

MUH 222 Music History Survey 1
An historical study of the language and style of music from antiquity until 1800. Significant composers, major genres, and representative musical compositions are studied. Music majors only or permission of the instructor. Cr. 3.

MUH 223 Music History Survey 2
An historical study of the language and style of Western art music from 1800 to the present day. Significant composers, major genres, and representative musical compositions are studied. Music majors or permission of instructor. Cr. 3.

MUH 225 World Music
This course is designed to investigate music of various cultures. The course will explore the music of particular regions, for example, the Pacific Rim, India, and the Americas, with the intent of understanding the relationship of music to the culture in which it was created. Listening, analysis, independent research, and writing are required. Prerequisites: None Cr 3.

MUH 300 Topics in Music History Studies
An intensive study of a specific area of music history. This course may be repeated once for credit as topics vary. Limit 6 credits. Prerequisite: MUH 222, or permission of the instructor. Cr 1-3.

MUH 321 Classical and Romantic Music
This course covers the history of Western music from 1750 to 1900. The elements of musical language and style are traced through representative composers' works. Listening, analysis, independent research, and writing are required. Prerequisites: MUH 222, MUH 223, or permission of the instructor. 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. Prerequisites: MUT 201, and any two courses from Cultural Interpretation, Science Exploration, or Socio-cultural Analysis. Cr 3.

MUS 150 Piano Class 1

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

MUS 151 Piano Class 2
This is a continuation of MUS 150. Prerequisite: MUS 150 or permission of School director. Cr 1.

MUS 205 Music in Film
Exploration of how music interacts with images, dialogue, and other elements to create meaning in films. Readings introduce students to the field of film studies and to the analysis of film music. Assigned films, to be viewed before each class, cover a spectrum of genres. The ability to read music is not required. Prerequisites: EYE and College Writing. Cr 3.

MUS 206 Jazz History
This course provides an in-depth examination of the historical evolution of jazz, as well as a familiarity with the major and secondary figures in the idiom. Emphasis is placed on detailed listening assignments and class discussions. Prerequisite: MUS 103, music major status, or permission of instructor. Cr 3.

MUS 220 Twentieth-Century Music
This course covers the history of Western music from 1900 to the present. The elements of musical language and style are traced through representative composers' works. Listening, analysis, independent research, and writing are required. Music majors only or permission of the instructor. Cr 3.

MUS 244 Basic Conducting
Practical conducting experiences; score reading, basic beat patterns, gestures, and interpretation. Prerequisite: MUT 200.
Cr 2.

MUS 250 Piano Class 3
This is a continuation of MUS 151. Prerequisite: MUS 151 or permission of School director. Cr 1.

MUS 251 Piano Class 4
This is a continuation of MUS 250. Prerequisite: MUS 250 or permission of School director. Cr 1.

MUS 252 Jazz Piano Class 1
This is a jazz piano class for MUP Jazz Studies Concentration students not majoring in a keyboard instrument, as well as non-jazz keyboard majors and other instrumentalists who meet the prerequisite. Topics covered include chord voicing for the ii-v-i progression, arrangements of standard tunes, jazz scales and modes, and accompaniment styles. Prerequisite: MUS 151 or permission of School director. Cr 1.

MUS 253 Jazz Piano Class 2
This is a continuation of MUS 252. Prerequisite: MUS 252 or permission of School director. Cr 1.

MUS 255 Guitar
An introduction to basic guitar skills. Emphasis is placed upon those skills that lead to playing effective accompaniments. Cr 1.

MUS 256 Diction for Singers 1: Italian and French
A study in the principles of Italian and French diction through the use of the International Phonetic Alphabet (IPA). An application of these basic principles to vocal literature through written, singing, and aural transcription exercises. Prerequisite: music major or instructor permission. Cr 2.

MUS 257 Diction for Singers 2: French and German
A continuation of study in the principles of French diction and the principles of German diction through the use of the International Phonetic Alphabet (IPA). An application of these basic principles to vocal literature through written, singing, and aural transcription exercises. Prerequisite: MUS 256 or permission of instructor. Cr 2.

MUS 300 Topics in Performance
An intensive study of a specific area of performance. This course may be repeated once for credit as topics vary. Limit 6 credits. Prerequisite: MUH 222, or permission of the instructor. Cr 1-3.

MUS 301 Topics in General Music Studies
An intensive study of a specific area in general music. This course may be repeated once for credit as topics vary. Limit 6 credits. Prerequisite:

MUH 222, or permission of the instructor. Cr 1-3.

MUS 302 Topics in Pedagogy
An intensive study of a specific area in music pedagogy. This course may be repeated once for credit as topics vary. Limit 6 credits. Prerequisite: MUH 222, or permission of the instructor. Cr 1-3.

MUS 310 Organ Improvisation 1
This course will cover the basics of improvisation at the organ. The goal is to equip the student with the skills needed in church situations. Hymns, chorales, and plainsong melodies will form the basis for learning to improvise preludes, postludes, and interludes in a variety of styles. This course will be scheduled as an additional applied music time with an organ specialist. Prerequisite: MUT 101 or permission of instructor. Cr 1.

MUS 311 Organ Improvisation 2
This course is the continuation of MUS 310. It will be scheduled as an additional applied music time with an organ specialist. Prerequisites: MUT 101 and MUS 310, or permission of instructor. Cr 1.

MUS 320 Seminar in Music History
A concentrated study of selected topics in music history based on individual research. Prerequisites: MUH 105, 222, 223. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 321 Literature of the Major Instrument
A survey of the literature for voice or a specific instrument. Except for piano or voice, which are offered in class sessions when the number of registrants warrants it, this will be scheduled as private study. Normally the piano and voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2.

MUS 322 Piano Literature 2
A survey of keyboard literature from 1890 to the present. For piano majors only, others with permission of the School. Cr. 2.

MUS 323 Organ Literature 2
A survey of organ literature from 1800 to present. For organ majors only, others with permission of School. Cr. 2.

MUS 325 The History of Musical Theatre in America
A study of the development of the musical and its relationship to American social history. Cr. 3.

MUS 330 Form and Analysis
Study and analysis of music of the classical, romantic, and contemporary periods with emphasis on homophonic forms and styles. Prerequisite: MUT 200. Cr 3.

MUS 332 Counterpoint
Analysis and writing of tonal counterpoint. Emphasis is given to the study of canon, invention, fugue, chorale prelude, and continuous variations, using eighteenth-century works as models for composition. Prerequisite: MUT 200. Cr 3.

MUS 333 Advanced Analysis of Tonal Music
This course will cover several analytical approaches to tonal music, including parametric analysis, the analysis of phrase rhythm and hypermeter, and Schenkerian analysis. Prerequisite: MUT 200. Cr 3.

MUS 335 Advanced Aural Skills
This course will be an in-depth continuation of MUS 233 Sight Singing and Ear Training 4. It will emphasize the development of aural skills through the use of contextual listening examples and performance drills. Both tonal and non-tonal music will be used as study material. Prerequisite: MUT 200. Cr 3.

MUS 337 Jazz Arranging
Study and analysis of music written for small and large jazz ensembles. Practice in writing for a variety of instrumental combinations in the jazz idiom. Prerequisite: MUT 200 or permission of instructor. Cr 3.

MUS 360 Advanced Keyboard Skills 1
This course provides practical instruction in the advanced keyboard skills of score reading, transposition, harmonization of melodies, and realization of continuo. These performance skills will be taught with emphasis on the preparation of examples outside the class as well as the active participation by students in class. Prerequisite: keyboard performance major and MUT 101, or permission of instructor. Cr 2.

MUS 361 Advanced Keyboard Skills 2
The second semester continuation of Advanced Keyboard Skills 1. Prerequisite: MUS 360. Cr 2.

MUS 370 Topics in Music Technology
An intensive study of one or more areas of music technology in the context of producing music compositions, creating pedagogical multimedia applications, performing music with interactive applications, or recording and editing digital audio/video. The area of study will be chosen by the instructor in accordance with his or her expertise and interests. The course may be repeated once for credit as topics vary (limit of 6 credits). Prerequisite: MUT 201 or permission of the instructor.
Cr 3.

MUS 372 Pedagogy of the Major Instrument
A study of the teaching methods and materials for voice or instruments. Except for piano and voice, which are offered in class sessions when the number of registrants warrants it, this will be scheduled as additional applied music time with an instrumental specialist. Normally the piano and voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2.

MUS 373 Piano Pedagogy 2
This course is the second-semester continuation of MUS 372 in piano. The course focuses on the teaching of child beginners. Students observe a weekly group lesson, research and prepare repertoire and lesson plans, and evaluate their peers' teaching. Each student teaches at least one group lesson. Prerequisite: MUS 372 in piano, piano major, or permission of instructor. Cr 2.

MUS 374 Jazz Pedagogy
A study of the teaching methods and materials in the jazz performance area. Emphasis will be placed on large and small jazz ensemble literature and conducting techniques, jazz improvisation pedagogical techniques, and writing techniques. This course will also address the topic of securing and maintaining employment within the jazz field. Prerequisite: open to music majors of junior standing. Cr 2.

MUS 376 Class Piano Teaching 1
This course provides an overview of teaching group piano to adult beginners. Students spend the semester observing the teaching of Piano Class 1 (MUS150) and meet weekly with the teacher for discussion and additional instruction. Prerequisite: Two semesters of MUP 202 or 203,piano major, or permission of instructor. Cr 2.

MUS 377 Class Piano Teaching 2
This course is the second-semester continuation of Class Piano Teaching I. Students observe the teaching of Piano Class 2 (MUS 151) and meet with the teacher weekly for discussion and additional instruction. Students have the opportunity to teach the class under the instructor's supervision. Prerequisite: MUS 376. Restricted to piano majors. Cr 2.

MUS 378 Practicum in Piano Pedagogy 1
This course provides practical teaching experience in individual piano instruction. Under the supervision of piano pedagogy faculty, students teach private lessons to three or four child beginners. Students also observe piano lessons given by master teachers and do outside readings and research. Prerequisite: MUS 373, four semesters of MUP 202 or 203, piano major, or permission of instructor. Cr 3.

MUS 379 Practicum in Piano Pedagogy 2
This course is the second-semester continuation of MUS 378. Prerequisite: MUS 378. Cr 3.

MUS 380 Jazz Improvisation 1
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. Cr 3.

MUS 381 Jazz Improvisation 2
A performance course designed to expand upon the improvisation principles presented in Jazz Improvisation 1. Students will learn advanced jazz theory and use that knowledge to perform in the jazz language both in class and in lab situations. Prerequisite: MUS 380 or the equivalent. Cr 3.

MUS 420 Orchestration
A study of the nature of the various instruments. Practice in scoring for instrumental combinations, orchestra, and band. Prerequisite: MUT 200. Cr 3.

MUS 442 Recital Class
Performance in major field, stage deportment, and evaluation of performances. May be repeated. Cr 0.

MUS 480 Bibliography and Research in Music
A study of music reference and research tools, use of library resources and networks, and bibliographic style and technique. Cr 3.

MUS 497 Directed Study in Composition
To provide juniors and seniors who have demonstrated creative capability an opportunity to compose utilizing twentieth-century techniques. Prerequisite: MUT 200 and permission of instructor. Cr 1-3.

MUS 498 Independent Study in Music

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field. Music majors only. School permission required. Cr 1-3.

MUS 499 Thesis Project

MUT 100 Music Theory and Aural Skills 1
This course covers music theory fundamentals, fundamentals of species counterpoint, principles of notation, instrumentation, solfege, music transcription, and sight singing. Cr. 4.

MUT 101 Music Theory and Aural Skills 2
This course covers the concepts of diatonic harmony, cadences, phrase level form and a brief introduction to chromaticism. This material will be explored through the analysis, transcription, composition, and sight singing of topical examples of music. Cr. 4.

MUT 200 Music Theory and Aural Skills 3
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 201 Music Theory and Aural Skills 4
A grounding in the materials of 20th and 21st century music from analytical, compositional, and listening perspectives. Students will undertake analyses and model composition exercises involving: modes, synthetic scales, extended tertian harmony, poly harmony, rhythm and meter, atonality, twelve-tone serialism, chance music, and minimalism. As students learn the abstract theoretical concepts, they will be guided to connect them to real music through copious listening, singing, and transcription exercises. Special attention will be paid to the historical contexts of the various techniques and styles covered during the semester, and students will also attend and critique in writing two performances of contemporary art music. Cr. 4.

MUT 300 Topics in Music Theory and Composition Studies
An intensive study of a specific area of music theory or composition. This course may be repeated once for credit as topics vary. Limit 6 credits. Prerequisite: MUH 222, or permission of the instructor. Cr 1-3.

Graduate (Back to top**)**

MUE 595 Topics in Music Education
Course content will vary to represent the strengths of nationally recognized visiting guest faculty. Cr 3.

MUE 611 Introduction to Research in Music Education
Systematic research methods in music applied to individualized descriptive and experimental music research topics and critical evaluation of music research. Study of measurement theory, standardized tests, test construction and interpretation for music aptitude, achievement, performance, aesthetic response, preference, and appreciation. Cr 3.

MUE 612 Philosophical Bases of Music Education
Investigation of historical and current views on the art of music, the role of music in society, and the role of music in human experience. Cr 3.

MUE 613 Psychology of Music Teaching and Learning
Detailed study of topics concerning differential music behavior and perception. This course includes the mechanics of hearing, music memory, learning, and response as well as an overview of researched teaching practices. Cr 3.

MUE 614 Curriculum Development and Assessment
Detailed study of catalysts for curricular change throughout all aspects of music education: reform, content and objectives, evaluation, human rights, multiculturalism, technology, and development of a systematic approach to curriculum design and implementation. Cr 3.

MUE 615 The Professional Portfolio
Oral examination in music education. The oral examination will be scheduled after the completion of all coursework for the MUE master's degree. The student will present the milestones and domain project portions of his/her professional portfolio to a master's examination committee. See details on page 66. Cr 2.

MUE 621 Composing Together: Level I
This course assumes no prior experience in composing music and is designed for teachers who would like to learn the basics of music composition and composition instruction. Participants will learn how to design and implement beginner-level composition activities for students of all ages participating in music in general classroom, computer laboratory, lessons, and rehearsal settings. Cr 3.

MUE 622 Composing Together: Level II
For those who have taken Level I (or want to repeat Level II and desire reinforcement in the principles of teaching the intermediate-level composer). Participants will learn how to design and implement composition activities for students who already have some compositional skills

and who are participating in music in general classroom, laboratory, and rehearsal settings. The Level II course assumes prior experience in teaching music composition to students at the beginner level. This course will prepare teachers to introduce compositional techniques appropriate for students at the intermediate level. Participants will learn how to guide intermediate composers in the study of master composers through active analytical listening. Cr 3.

MUE 623 Composing Together: Level III
For those who have taken Level I and II (or want to repeat Level III and desire reinforcement in the principles of teaching the advanced-level composer). Participants will learn how to design and implement composition activities for students with advanced compositional skills who are participating in music in general classroom, laboratory, and rehearsal settings. The Level III course assumes prior experience in teaching music composition to beginner- and intermediate-level student composers. This course will prepare teachers to introduce compositional techniques appropriate for students at the advanced pre-college level. Participants will learn how to guide advanced composers in the creation of larger scale works. Cr 3.

MUS 509 Dynamic Posture and Movement
Provides students with theoretical and applied understandings of anatomy, kinesiology, and biomechanics in order to improve ease and freedom of motion while in a stationary position. This course is designed for musicians, as well as other performers and creative artists, athletes, and computer users. Cr 3.

MUS 510 Bibliography and Research in Music
A study of music reference and research tools, use of library resources and networks, and bibliographic style and technique. Cr 3.

MUS 516 Organ Improvisation I
This course will cover the basics of improvisation at the organ. The goal is to equip students with the skills needed in church situations. Hymns, chorales, and plainsong melodies will form the basis for learning to improvise preludes, postludes, and interludes in a variety of styles. This course will be scheduled as additional applied music time with an organ specialist. Cr 1.

MUS 517 Organ Improvisation II
This course is the continuation of MUS 516. It will be scheduled as additional applied music time with an organ specialist. Prerequisite: MUS 516. Cr 1.

MUS 518 Music Literature: Organ I
A survey of organ literature up to 1800. For organ majors only, others with permission of the School. Cr 2.

MUS 519 Music Literature: Organ II
A survey of organ literature from 1800 to present. For organ majors only, others with permission of the School. Prerequisite: MUS 518. Cr 2.

MUS 520 Seminar in Music History
In-depth study of one or more topics in music history. A substantial final project will be the culmination of both individual research and a synthesis and application of historical studies and approaches. Cr 3.

MUS 521 Literature of the Major Instrument
Advanced study of the literature for solo instrument. Chamber music will be considered when the performer is a featured soloist. Cr 2.

MUS 522 Music Literature: Voice I
Advanced in-depth study of vocal literature to be determined by the teacher in the areas of German, French, Italian, Russian, or Spanish repertory. For voice majors only or with permission of the instructor. Cr 2.

MUS 523 Music Literature: Voice II
Advanced in-depth study of vocal literature to be determined by the teacher in a contrasting area of study from Music Literature I. For voice majors only or with permission of the instructor. Cr 2.

MUS 524 Music Literature: Piano I
A survey of keyboard literature up to 1830. For piano majors only, others with permission of the School. Cr 2.

MUS 525 Music Literature: Piano II
A survey of keyboard literature from 1830 to the present. For piano majors only, others with permission of the School. Cr 2.

MUS 526 Composition (Twentieth Century Survey)
This survey will cover the major trends, movements, styles, and philosophies that influenced the creation of contemporary concert music in the last century with an overview of current fashion. Cr 3.

MUS 530 Seminar in Music Theory
Advanced study of one or more topics in music theory, including both a reading and an analytical component, and the pedagogy of music. A

substantial final project is required. Cr 3.

MUS 532 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. Cr 3.

MUS 533 Advanced Analysis of Tonal Music
Advanced study of analytical approaches to tonal music: parametric analysis, the analysis of phrase rhythm and hypermeter, and Schenkerian analysis. Cr 3.

MUS 535 Advanced Aural Skills
Advanced development of aural skills and the pedagogy of aural skills through the use of contextual listening examples, performance drills, and other ear training and sight singing techniques. Cr 3.

MUS 537 Jazz Composition/Arranging
Detailed study and analysis of music for small and large jazz ensembles including composing and arranging for a variety of instrumental combinations. Cr 3.

MUS 544 Instrumental Conducting
Stylistic study of scores from a variety of periods, advanced baton and left hand techniques, rehearsal techniques, and conducting experience with instrumental ensembles. Cr 3.

MUS 545 Choral Conducting
Advanced development of non-verbal gestures through the art of choral conducting. The course includes musical analysis of choral scores, rehearsal techniques, and performance preparation. A research paper is required. Cr 3.

MUS 556 Diction for Singers 1: Italian and French
A study in the principles of Italian and French diction through the use of the International Phonetic Alphabet (IPA). An application of these basic principles to vocal literature through written, singing, and aural transcription exercises. Cr 2.

MUS 557 Diction for Singers 2: French and German
A continuation of study in the principles of French diction and the principles of German diction through the use of the International Phonetic Alphabet (IPA). An application of these basic principles to vocal literature through written, singing, and aural transcription exercises. Cr 2.

MUS 560 Advanced Keyboard Skills I
This course provides practical instruction in the advanced keyboard skills of score reading, transposition, harmonization of melodies, and realization of continuo. These performance skills will be taught with emphasis on the preparation of examples outside the class as well as the active participation by students in class. Cr 2.

MUS 561 Advanced Keyboard Skills II
The second semester continuation of Advanced Keyboard Skills I. Prerequisite: MUS 560. Cr 2.

MUS 562 Topics in Brass Studies
Critically and analytically pursue a topic of brass instrument study or performance either independently or in a group. Cr 3.

MUS 563 Topics in Keyboard Studies
Critically and analytically pursue a topic of keyboard study or performance either independently or in a group. Cr 3.

MUS 564 Topics in String Studies
Critically and analytically pursue a topic of string study or performance either independently or in a group. Cr 3.

MUS 565 Topics in Vocal Studies
Critically and analytically pursue a topic of vocal study or performance either independently or in a group. Cr 3.

MUS 566 Topics in Woodwind Studies
Critically and analytically pursue a topic of woodwind study or performance either independently or in a group. Cr 3.

MUS 567 Topics in Percussion Studies
Critically and analytically pursue a topic of percussion study or performance either independently or in a group. Cr 3.

MUS 570 Topics in Contemporary Music Technology
Intensive study of one or more areas of music technology in the context of producing music compositions, creating pedagogical multimedia applications, performing music with interactive applications, or recording and editing digital audio/video. A substantial final project is required.

Cr 3.

MUS 572 Vocal Pedagogy
A study of the teaching methods and materials for voice. Normally the voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2.

MUS 574 Jazz Pedagogy/Program Administration
Pedagogical approaches to the analysis of jazz ensemble scores, rehearsal techniques, concert planning, public relations, recruiting, promotion, grant writing, and other aspects of the development of a Jazz Studies program. Cr 2.

MUS 575 Pedagogy of the Major Instrument
A study of the teaching methods and materials for instruments, excluding piano. This class will be scheduled as additional applied music time with an instrumental specialist. For performance majors only. Other music majors with permission of the School. Cr 2.

MUS 576 Class Piano Teaching I
This course provides an overview of teaching group piano to adult beginners. Students spend the semester observing the teaching of MUS 150 Piano Class I and meet with the teacher weekly for discussion and additional instruction. Piano majors or permission of the School. Cr 2.

MUS 577 Class Piano Teaching II
This course is the second semester continuation of MUS 576 Class Piano Teaching I. Students observe the teaching of MUS 151 Piano Class II and meet with the teacher weekly for discussion and additional instruction. Students have the opportunity to teach the class under the instructor's supervision. Piano majors or permission of the School. Cr 2.

MUS 578 Pedagogy of the Major Instrument: Piano I
A study of the teaching methods and materials for piano. This class will be scheduled as additional applied music time with an instrumental specialist. For performance majors only. Other music majors with permission of the School. Cr 2.

MUS 579 Pedagogy of the Major Instrument: Piano II
This course is the second semester continuation of MUS 578. Students will observe weekly lessons, research and prepare repertoire and lesson plans, and evaluate their peers' teaching. Each student teaches at least one group lesson. This class will be scheduled as additional applied music time with an instructor. For performance majors only. Other music majors with permission of the School. Cr 2.

MUS 596 Topics in Jazz
Critically and analytically pursue a topic of interest independently or in a group. Cr 3.

MUS 598 Independent Study
A project requiring directed research and readings, culminating in a final document. Consent of the instructor required. Cr 3.

MUS 675 Jazz Chamber Music Coaching
Pedagogical approaches to coaching a chamber jazz ensemble. The ensemble will be under the direct coaching responsibility of the student. Cr 3.

MUS 682 Chamber Jazz Ensemble Evolution and Analysis
Advanced analysis and examination of the historical evolution of the chamber jazz ensemble, including detailed listening and critical discussion. Cr 2.

MUS 683 Large Jazz Ensemble Evolution and Analysis
Advanced analysis and examination of the historical evolution of the large jazz ensemble, including detailed listening and critical discussion. Cr 2.

MUS 694 Internship
Afield application of theory and practice. The project will be jointly defined by student, professor, and employer. Graded CR/NC. Cr 3.

MUS 695 Thesis
Credit given on acceptance of thesis. Cr 0-3.

Ensembles

MUS 500 Orchestra
A full symphonic ensemble open to all University students and community members through audition. The ensemble focuses on the skills required for ensemble performance through a variety of literature. The orchestra performs at least one major concert per semester. Cr 0.5.

MUS 501 Chorale
A large choral ensemble of mixed voices open to all University students by audition. Cr 0.5.

MUS 502 Concert Band
A wind and percussion ensemble open to all University students through audition. The ensemble focuses on the fundamentals of ensemble performance dealing with a variety of literature. Prerequisite: audition. Cr 0.5.

MUS 503 Percussion Ensemble
A percussion ensemble open to all University students through audition. Prerequisite: audition. Cr 0.5.

MUS 504 Opera Workshop
This ensemble will focus on the union of musical ideas with dramatic situations and will explore the ways in which singers must convey the essence of a dramatic situation. Performances of scenes from operas, operettas, and musical theater. Prerequisite: audition. Cr 0.5.

MUS 505 Chamber Singers
A small choral ensemble of mixed voices, selected by audition, specializing in a cappella singing. Cr 0.5.

MUS 506 Chamber Music
A performance course open to all qualified students interested in forming chamber groups under faculty supervision. Cr 0.5.

MUS 507 Jazz Ensemble
An instrumental ensemble specializing in the study and performance of jazz for large and small groups from early jazz to the present. Open to all students by audition. Prerequisite: audition. Cr 0.5.

MUS 508 Wind Ensemble
The Wind Ensemble, based upon the solo performer premise, has established a tradition of performing chamber and large instrumentations, traditional or experimental combinations, and early through contemporary literature. Prerequisite: audition. Cr 0.5.

MUS 509 Harp Ensemble
A harp ensemble open to all University students by audition. The ensemble focuses on the fundamentals of ensemble performance and plays literature of contrasting musical periods and styles. Prerequisite: audition. Cr 0.5.

MUS 511 Collegium
An early music ensemble dedicated to the performance of music from the Medieval through the Baroque period. This ensemble is open to singers and instrumentalists from the University and the general community. Prerequisite: audition. Cr 0.5.

MUS 552 Accompanying
A workshop course in applied accompanying, either under faculty supervision or by applied faculty approval. A half credit is awarded for each twenty hours of University-approved accompanying with a maximum of two credits per semester. Cr 0.5-2.

Applied Music

MUP 603 Applied Music, Major Area
Private instruction in the major area of study. May be repeated for credit. Fee assessed. Cr 3.

MUP 604 Applied Music
Private instruction for Pedagogy concentration or in a secondary area of study. May be repeated for credit. Fee assessed. Cr 1-3.

MUP 690 Recital
Public performance in the area of applied study or final project presentation. May be repeated. Cr 0.

Certificate of Graduate Study in The Acting Techniques of Michael Chekhov

Description

The graduate certificate, offered by the Department of Theatre, in the acting techniques of Michael Chekhov, is designed to appeal to theatre and drama instructors, professional actors/directors, experienced community actors/directors, and advanced students. The courses provide an intensive overview of the acting techniques attributed to Michael Chekhov and the application of those techniques to performing, directing, auditioning, and teaching. Areas of focus will include image and body, preparing the part, characterization, and improvisation. The graduate certificate program introduces methods of teaching these techniques and provides opportunities for graduate students to teach back to the peer group and faculty, receiving feedback and guidance on their presentations.

Program Requirements

Candidates for the certificate must attend two summer institutes at USM, and complete a significant one-credit independent project approved by the instructors.

Admission Information

Applications for the certificate can be found at the Graduate Admissions website: http://usm.maine.edu/graduateadmissions

LAC Overview

Dean: Joyce T. Gibson, 51 Westminster Street, Lewiston; Associate Dean of Academic Affairs: Whitaker; Associate Dean of Public Relations/LearningWorks: Phillips; Chair: Coste; Professors: Black, Druker, Hitchcock, Levine, Nemeroff; Associate Professors: Caron, Cleary, Coste, Hammer, Mundhenk, Robinson, Rodrigue, Stasko, Turesky, Vazquez-Jacobus, Whitaker; Assistant Professors: Jenkins, Marsh, Silber, Spear; Instructors: Bickmore, Nowinski; Clinical Instructor: Clark

Lewiston-Auburn College (LAC) has several distinguishing characteristics: interdisciplinary majors, student-centered learning, a community atmosphere, and a deep sense of responsibility about its role in meeting regional needs. Faculty and staff are dedicated to engaging students in a transformative process in which self-awareness, content knowledge, relevant skills, and career development are merged in such a way that lifelong success and learning are intentional and expected.

The curriculum is marked by integration not only among the various disciplines within the liberal arts, but also between the liberal arts and the professional concentrations, between professional concentrations and the workplace, and between the College and the community. The faculty is dedicated to learning as a shared experience between students and faculty. The interdisciplinary focus combines communication, teamwork, writing, fieldwork, critical thinking, civic engagement, and leadership; and uses service learning, career seminars, and internships to help students apply, synthesize, and integrate their learning.

The College offers master's degrees in:

- Occupational Therapy
- Leadership Studies

A Master of Science in Education degree in literacy education is offered by the School of Education and Human Development.

Academic Support Services

The University offers students a wide range of academic support services to facilitate and enhance their education. The breadth of these services is designed to accommodate the needs of a diverse student population. For a description of all available programs turn to the Academic Support Services section at the front of this catalog.

Academic Advising and Career Development

The Student Success Centers offer USM students an integrated approach to academic advising and career development.

Student Success Advisors provide academic advising and career planning assistance to support the development and achievement of students educational and career goals.

Following orientation and initial registration, students, are assigned a permanent Student Success and faculty advisor within their respective academic departments. Students are encouraged to maintain close contact with their advisors once this assignment has been made.

Non-matriculated students are students who are enrolled in courses at the University on a space available basis and who have not applied for admission. They are advised by the advisors in the Student Success Centers.

Students who have questions regarding general academic policies and procedures, as well as about other aspects of University programs, are encouraged to contact one of USM's Student Success Centers in 119 Payson Smith Hall on the Portland campus (780-4040), 119 Bailey Hall on the Gorham campus (780-5652), and 119 Lewiston-Auburn College in Lewiston (753-6536). The Internship and Career Placement office is located in 122 Payson Smith Hall on the Portland campus.

Support for Students with Disabilities

The Office of Support for Students with Disabilities (OSSD) provides a wide range of services to qualified students with sensory, mobility, physical, psychological, cognitive, learning and attention disabilities enrolled in USM credit and noncredit bearing courses and programs. Contact OSSD for information regarding particular needs. Documentation may be required. The office is located in 242 Luther Bonney Hall, Portland; 207-780-4706 or TTY 207-780-4395 or visit our Web site: http://usm.maine.edu/oassd.

The Lewiston Common Core

The Lewiston Common Core

Students matriculated in a major offered at Lewiston-Auburn College will complete the Lewiston Common Core curriculum requirements.

Vision and Goals

The Lewiston Common Core Curriculum (LCC) provides a coherent, integrative, and rigorous liberal education that enables our graduates to be world-minded, intentional, life-long learners. It systematically fosters the values and dispositions, knowledge, and skills that prepare students for successful citizenship in a complex and dynamic world.

The Lewiston Common Core curriculum is centered upon the question, "How, then, shall we live?" Set within the context of our 21st-century lives, this common course of study provides students opportunities to strengthen their abilities to speak and write thoughtfully and clearly. Students learn to find, evaluate, and utilize information and to think through complex questions in light of their social, cultural, and historical contexts. The curriculum also helps students articulate their values and aspirations, connect their academic study to their personal lives and career choices, and cultivates the habits of mind and heart needed to live lives guided by a sense of social responsibility and ethical citizenship.

Students consider the themes of justice, difference, sustainability, and democracy in a number of ways and in a variety of contexts over their entire course of study at LAC. The curriculum integrates the learning experiences in the majors with liberal arts learning in the Common Core. Students practice skills and abilities in critical thinking, communicating, and information literacy that build upon and relate to each other in a cumulative and sequential manner.

The curriculum is organized into a three-phased sequence, with each successive phase focused upon the development and refinement of the student abilities mentioned above. Required courses in writing instruction, for example, occur at successive phases of the curriculum rather than only at the beginning phase. To help students become intentional about their learning, they are required to participate in and reflect upon co-curricular as well as curricular experiences. Courses in the Lewiston Common Core are equivalent to those in the USM Core.

Lewiston Common Core Course Sequencing

Lewiston Common Core requirements are sequenced. Students should pay attention to the associated course pre- and co-requisites in planning their course of study, particularly with regard to the following:

LCC 123: College and Community I & LCC 345: College and Community II
All new, entering students with fewer than 24 transfer credit hours must complete LCC 123 in their first semester. All new transfer students with 24 transfer credits or more must complete LCC 345 in their first or second semester. Pre- or co-requisite: College Writing.

LCC 110/111: College Writing
All students must complete a College Writing course, either at USM LAC or in transfer. College writing is a pre or co-requisite for the LCC 123, LCC 345, other LCC courses and courses in the majors.

LCC 150: Statistics for Informed Decision Making
Students must meet USM's mathematics readiness requirement before registering for LCC 150. LCC 150 is a prerequisite for LCC 130 The Biology of Human Health and/or LCC 230 Environmental Science, Policy and Sustainability.

Diversity & International
Students must complete two distinct courses to satisfy the Diversity and International requirements. Courses that satisfy the Diversity and International requirements may also satisfy major requirements. Study abroad involving an academic experience may be used to satisfy the International requirement.

Thematic Clusters
Thematic Clusters in the Lewiston Common Core provide students opportunities to explore the concepts and concerns of professions that integrate different disciplinary knowledge and perspectives. Prerequisites for courses in the Thematic Clusters vary by course. Please check the individual course listing in Maine Street for course-specific prerequisites. Satisfying the thematic cluster requirement involves successfully completing any three courses in the cluster, from at least two different prefixes. Only one of these courses may overlap with the student's major requirements. A minor may substitute for a cluster if it requires at least fifteen (15) credit hours. Only one-third (1/3) of the credits in the student's minor may be courses that can be applied to the student's major. Students taking a double major for which they have to earn at least 15 credits outside their first major will, by completing both majors, fulfill their Thematic Cluster requirement.

LCC 480: Senior Seminar
Prerequisites include LCC 370: Toward a Global Ethics.

Lewiston Common Core

Entry Phase	Credits
LCC 110 College Writing: Language and Literacies	3
or LCC 111 College Writing: Language and Literacies:	4
Enrichment	
LCC 123 College and Community I*	3
LCC 130 The Biology of Human Health w/Lab**	4
or LCC 230 Environmental Science, Policy, and Sustainability w/Lab	
LCC 150 Statistics for Informed Decision Making	3
LCC 200 Creative Critical Inquiry into Modern Life	4
LCC 220 U.S. Democracy: Origins and Development	3
or LCC 320 Sustaining Democracy	
LCC 250 Thinking About The Arts, Thinking Through The Arts	3
Middle Phase	
Thematic Cluster (below) or any Minor offered at USM***	9
Public Health	
Expressive Arts/Healing Arts	
The Environment: Sustainability and Education	
Leadership	
Leadership and Innovation	
Early Childhood Education and Studies	
Resilience and Vulnerability	
A History of the Universe: From the Big Bang to Globalization	
LCC 345 College and Community II*	3
LCC 370 Toward a Global Ethics (writing instruction)	4
Diversity & International Courses	6
Capstone Phase	
LCC 480 Senior Seminar (writing instruction)	3

* LCC 123 is required for entering students with less than 24 credits while LCC 345 is required only of students who were not required to take LCC 123.

** LCC 130 is not required for Natural and Applied Sciences majors.

*** Requirement may be met with any Thematic Cluster, or with any USM minor or double major.

Lewiston-Auburn College: Common Core Courses

LCC 110 College Writing: Language and Literacies
This 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) This course has been approved by the State Department of Education for content area in secondary English. Offered fall, spring, summer. Cr 3.

LCC 111 College Writing: Language and Literacies: Enrichment
This course is required for those students identified as needing extra support to improve their writing skills. The course provides additional instruction and extended opportunities for applying pre-writing, drafting/developing, revising, and editing strategies related to the same essays assigned in LCC 110. The course focus includes attention to basic elements of effective writing, such as unity, coherence, and emphasis. Class time will also be devoted to addressing topics that represent the most common error patterns in college-level academic writing, such as weak thesis sentences, inconsistent point of view, and sentence-level grammar and punctuation error patterns. Offered fall, spring, summer. Cr 4.

LCC 123 College and Community I
This course is required of all entering students with less than 24 credit hours. The 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 130 The Biology of Human Health with Lab
This course introduces basic concepts of biology and explores how these concepts relate to human health. It also explores natural scientific methods of inquiry and applies these methods to complex issues involving the creation and maintenance of human health. Further, the course

explores the importance of societal factors in health maintenance. Prerequisite: QR. Offered fall, spring, summer. Cr 4.

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 Common Core. The course provides the opportunity to interpret and analyze statistical decision making, and identifies data misconceptions and misuses. Prerequisite: math proficiency. Offered fall, spring, summer. 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 the 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. Offered fall, spring, summer. Cr 4.

LCC 220 U.S. 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. This course has been approved by the State Department of Education for content area in secondary Social Studies. Offered fall. Cr 3.

LCC 230 Environmental Science, Policy, and 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. Prerequisite: QR. Offered spring. 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 an understanding of and an 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 with the Atrium Gallery. Offered fall, spring, summer. Cr 3.

LCC 320 Sustaining Democracy
This course focuses primarily on the United States from 1877 to the present, exploring the various ways that U.S. democracy has become more inclusive since the late nineteenth century and the ways in which it has failed to live up to its ideals. The course also explores past and current obstacles to the creation and maintenance of a healthier democracy. This course has been approved by the State Department of Education for content area in secondary Social Studies. Offered spring. Cr 3.

LCC 345 College and Community II
This middle phase course serves as the point of entry for students transferring into USM LAC with greater than 24 credit hours and is not required of students who have taken LCC 123. This course introduces students to the promise and possibilities of USM LAC's interdisciplinary, writing-intensive, and student-centered culture. The course orients students to the four themes of the Lewiston Common Core (justice, sustainability, democracy and difference). In addition, the course captures LAC's commitment to the study and enhancement of the Lewiston-Auburn community. 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. Offered fall, spring, summer. Cr 4.

LCC 480 Senior Seminar
This course provides writing instruction experience for students from LAC's four degree programs. Students complete a major research and writing project addressing one of the four themes of the Common Core from an interdisciplinary approach. Prerequisite: ENG 100 or LCC 110; LCC 200 or LCC 370; HUM 300, or LOS 300, or SBS 300, or SCI 315. Offered every semester. Cr 3.

Lewiston Common Core Thematic Clusters
Thematic Clusters in the Lewiston Common Core provide students opportunities to explore the concepts and concerns of professions that integrate different disciplinary knowledge and perspectives. The clusters encourage students to integrate their learning by juxtaposing competing and complementary ways of framing complex issues and problems at an advanced level. Satisfying the thematic cluster requirement involves

successfully completing any three courses in the cluster, from at least two different prefixes. Only one of these courses may overlap with your major requirements.

In completing their thematic cluster, students will

- develop a broader and more comprehensive knowledge of the concepts and concerns of a profession;
- understand and articulate orally and in writing how subjects are approached and framed from different disciplinary perspectives;
- gather, interpret and use information at a level appropriate to the courses in the cluster.

Public Health Cluster

The Public Health cluster provides students with an introduction to the multitude of public health concerns facing Maine and the world and increases their ability to apply pertinent theoretical and practical knowledge to contribute to a safe and functioning society. Professions that utilize knowledge of public health include medical and allied health and human services, mental health, gerontology, and child and family support. Public health approaches address the full spectrum of services, planning and evaluation. The cluster will also strengthen the pursuit of graduate study in Public Health and Policy.

One course required of all students:

- SBS or SCI 336 Introduction to Public Health (offered every Fall)

Choice of two from following list:

- SBS 304 Food, Culture and Eating
- SBS 308 Health, Illness, and Culture
- SBS 335 Legal Issues in Health and Human Services (offered every Fall)
- SBS or SCI 337 Introduction to Epidemiology (offered every Spring)
- LOS or SBS 436 Risk, Public Policy, and Society
- SCI 315 Environmental Health
- One or two Public Health-Relevant Nursing course based at LAC – pending

Expressive Arts/ Healing Arts Cluster

The Expressive Arts/Arts of Healing cluster provides students with an introduction to the arts and how they can be used therapeutically in clinical, educational and community settings. Students learn how use creative writing, the visual arts, music and other forms of art as healing modalities and/or how to incorporate the creative arts into classroom work with children. This cluster can be taken by students interested in pursuing graduate study in counseling, education, expressive therapy, clinical social work, rehabilitation services, and occupational therapy to enhance their skills and understanding of the role of the expressive arts in therapy and healing.

One course required of all students:

- SBS 364 – Exploring Expressive Therapies

Choice of two from following list:

- HUM 105 – Photography
- HUM 201 – Creative Writing
- HUM 230-Digital Photography
- HUM 295 - Creative Expression Is Drawing
- HUM 290 - Thinking and Writing; Writing and Healing
- HUM/SBS 349 - Trauma and Narrative
- SBS/HUM 366 - Transforming Words: Poetry and Psychology
- HUM 307 - Creative Nonfiction
- SBS 367 - Healthy Learners

The Environment: Sustainability and Education

The Environment: Sustainability and Education Cluster introduces students to the skills and policy development approaches needed by professionals working in the field of environmental education. Sustainability is an emerging goal for the 21st century that impacts all human activities and is a key tenent of a responsible approach to the environment. This cluster is intended primarily for students interested in assuming educational and leadership roles in society's pursuit of sustainability. SCI 360 Environmental Issues/Sustainability

- SCI 421 Natural Resource Policy
- LOS 322 Public Leadership

- LOS 440 Organizational Change and Development
- SCI 240 Applied Botany
- SCI 355 Ecology
- SCI 399 Zoology
- SCI 450 Methods of Teaching Science
- LAE 320 Applied Skills

Leadership

The Leadership cluster is an interdisciplinary introduction geared toward anyone interested in developing and expanding their leadership knowledge, skills, and practice, meeting head-on the challenges of our dramatically changing world, and improving the quality and diversity of leadership in organizations and communities -- regionally, nationally and internationally. Theories, research and techniques of group and organizational leadership are examined with an emphasis in linking theory and practice. As a socially constructed phenomenon, leadership will be explored as an activity and process, not a position.

Two courses required of all students:

1. LOS 300 - Organizational Theory
2. LOS 350 – Leadership

Choice of one from the following list:

- SBS 300 - Deviance & Social Control
- SBS 311 - Theories of Personality
- SBS 303 – Abnormal Psychology
- HUM 330 - Labor, Literature & the Arts

Leadership and Innovation

In today's rapidly changing world, leaders must be effective and innovative problems solvers able to strategically negotiate increasingly complex environments. The Leadership and Innovation cluster provides students with an introduction to important factors influencing organizational innovation and the skills one may hone to optimize creative potential. The unique interdisciplinary approach in this cluster will guide students through an examination of how knowledge of relevant theory and best practices can help them develop a better grasp on creative thinking, acceptability finding, and innovation implementation.

Two courses required of all students:

1. LOS 350 - Leadership
2. LOS 360 Innovation and Organizations

Choice of one from the following list:

- HUM 316 – New Digital Media Literacies
- HUM 317 - New media & Social Networking
- HUM 260 - Media Literacy and Theories of Popular Culture
- SBS 366 - Transforming Words: Poetry and Psychologies of Change
- EYE 180 - Exploring Innovation
- EYE 282 - Communicate: Innovation Engineering II
- EYE 392 - Commercialize: Innovation Engineering III
- INV 392 - Commercialize: Innovation Engineering III

Early Childhood Education and Studies

The Early Childhood Education and Studies Cluster introduces the skills needed by professionals working with young children and their families in various settings including education and childcare. These settings include schools and educational institutions such as preschools, as well as in the Birth-Five field of childcare and education.

One of the following:

- SBS/HRD 200 Multicultural Human Development
- SBS 305 Child Development

Two of the following:

- SBS 309 - Attachment
- SBS 310 - Childhood and Society
- SBS 375 - Infant Mental Heath
- SBS 399 - Resilience in Early Childhood and Across the Lifespan

- SBS 450 - Assessing Individual Differences in Children
- EDU 336 - Children's Literature
- SBS 341 - The Family
- ECE/SBS 199 - Introduction to Early Childhood Education
- HUM 304 - Writing Children's Literature
- HUM 370 - Literacy Studies
- LAC/SBS 340 – Language Acquisition and Literacy development

Resilience and Vulnerability Cluster
The Resilience and Vulnerability cluster provides students with an introduction to the concept of human resilience, i.e., the ability to survive and thrive in adverse circumstances, and its contrasting concept, vulnerability. This cluster is intended primarily for students outside of the Social and Behavioral Sciences Counseling Concentration, who nevertheless have an interest in understanding the nature of, and contributing factors to, human function and dysfunction. Students can learn about mental health and illness, and how to build strengths through creative, therapeutic, or community-level interventions. This cluster has broad relevance to anyone whose career goals involve working with people but especially for human services and policy-oriented fields such as psychology, nursing or medicine, emergency medical response/first responders, public health and policy, and education.

Choose one course from each of the following 3 categories:

Mental health and illness

- SBS 309 Attachment (can substitute SBS 375 Infant Mental Health)
- SBS 303 Abnormal Psychology (can substitute PSY 233 Psychopathology)
- HUM 349 Trauma Narratives
- SBS 343 Substance Abuse
- SBS 344 Violence: Causes and Control

Cultural contributors to resilience and vulnerability

- SBS 308 Health, Illness, and Culture (can substitute SBS 360 Culture, Behavior, and Personality)
- HUM Ethnicity, Immigration, and Identity
- SBS 348 Responding to Mental Health Crisis in the Community

Building resilience

- HUM 290 Thinking and Writing/Writing and Healing
- SBS 311 Theories of Personality
- SBS 367 Healthy Learners
- SBS 430 Applied Social Policy
- SBS 364 Introduction to Expressive Arts

Lewiston Auburn College: Career Development Courses

HUM/LOS/SBS/SCI 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. Offered fall, spring, summer. Cr 1.5.

HUM/LOS/SBS/SCI 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: HUM/LOS/SBS/SCI 369. Offered fall, spring, summer. Cr 1.5.

HUM/LOS/SBS/SCI 447 Internship
This online course provides students the opportunity to work in their chosen field to evaluate their interest and acquire basic skills needed. This course attunes students to the beauty and power of language and to the way all knowledge is mediated in and through language. It explores how language shapes reality, experience, and identity. It examines ongoing tensions between language as a political tool and language as a form of art. Cr 3.

MA in Leadership Studies

Description

The master's in leadership studies is an interdisciplinary professional program that blends the social and behavioral sciences and the humanities to explore the complex set of leadership issues and challenges that go beyond a particular subject or field of work. Graduates of the program will attain a mastery of leadership theory and skills that will enable them to perform as successful leaders in their work organizations, their communities, and the world.

The master's degree in leadership studies supports the development of organizational and community leaders who seek to build a deep understanding of the dynamics of leadership, the convergence of leadership with other human relations, and the role of the individual as leader in society. Consistent with the mission of USM and Lewiston-Auburn College, this cutting edge program responds to student and marketplace needs and builds on demonstrated university strengths. The MLS is designed for students who desire an educational opportunity in leadership that is not discipline-specific, but opens new doors of thought and analysis by synthesizing knowledge from the humanities, social sciences, communication, and the natural and environmental sciences. The program aims to help students approach their leadership roles with a sense of social responsibility, a concern for ethics, and a commitment to the public good.

Check out the M.A. Leadership student's quick reference "From Matriculation to Marching" guide.

The Master's Degree in Leadership Studies is available both fully online and in a blended (partially online, partially face-to-face) format. For more information, email: gradprograms@usm.maine.edu

.

Program Requirements

The admissions procedures for the graduate program are designed to balance considerations of preparedness, high-quality standards, and access for mid-career adults. Successful applicants to the program must demonstrate:

- A basic understanding of how organizations work through a combination of prior undergraduate or graduate course work, at least two years of organizational experience with more preferred, and an application essay;
- Knowledge of quantitative research methods and analysis through prior undergraduate or graduate course work and/or submission of a research product completed substantially by the applicant which demonstrates knowledge of quantitative research (to be reviewed by the admitting faculty committee)
- Computer proficiency at the LAC 150 Microcomputer Applications level (a proficiency test is available to applicants who have not completed this or a comparable course);
- A strong record of success (3.0 average or better) in the last 30 credits of prior academic course work or, when prior academic work was completed more than five years ago, a prior learning portfolio of recently completed professional work that demonstrates the candidate's ability to successfully complete graduate level work.

Students, who show potential through work experience, a presentation of past work, and current writing skills, may be admitted on a probationary status and allowed to take two courses. If these students earn grades of B or better in their graduate level coursework, they may apply for regular student status.

Recommended Course Sequence

Cornerstones (6 credits): Students start their coursework with two Foundations of Leadership Studies courses to ground them in the latest thinking in leadership theory and practice.

Competencies (9 credits): Laid upon the cornerstones of this foundational work are the competency courses which are geared toward developing essential skills sets for leadership effectiveness.

Contexts (6 credits): The contexts courses place the rest of the work in situations, exploring the forces that environment places on leadership and followership.

Electives (9 credits): Students tailor their degrees to their particular interests through the selection of elective courses in leadership studies. If students wish, up to two electives may be selected from courses in other graduate programs (subject to advisor approval).

Capstone Seminar & Project/Thesis (6 or more credits): At the end of the master's program, students do their capstone work which includes collegial (student) as well as faculty critique and assistance in developing research and projects. Students electing the project option design an intensive theory-based, action research, applied project that explores the role of leadership in developing and/or implementing meaningful change in an organization or community. Students electing the thesis option select a topic for intensive library research, reading, and analysis. It may, for example, summarize and analyze work in new methods or contribute a new theoretical proposal that calls for further testing or research.

Certificate of Graduate Study in Creative Leadership and Global Strategy

Description

This unique post-baccalaureate certificate draws professionals interested in improving their understanding of the societal, cultural, historical, and philosophical aspects of creative leadership from a global perspective. It provides a solid, advanced level grounding in leadership theory, the research and practice of deliberate creativity and innovation, and working effectively in multi-cultural and multi-national environments.

Students who earn this certificate will...

- Increase their knowledge of Theories of Leadership & Leadership Contexts.
- Assume an orientation which encourages Self-awareness as a Leader, Sensitivity to Diversity Issues, Global Awareness, and Reflective Professional Practice.
- Develop skills in Creativity & Innovation, Thinking Critically, Building Relationships, and Motivating Individuals, Groups, & Organizations.

The Certificate of Graduate Study in Creative Leadership and Global Strategy is available both fully online and in a blended (partially online, partially face-to-face) format. For more information, email gradprograms@usm.maine.edu

Program Requirements

LOS 500: Foundations of Leadership Studies I -- Provides an overview of leadership theory and intellectual history using disciplinary and interdisciplinary approaches from philosophy, social science, the humanities (e.g., literature and history), and science. Explore the wealth of interpretive frameworks for leadership with the task of increasing understanding of this complex and multifaceted phenomenon.

LOS 512: Deliberate Creativity and Innovation -- Investigates the theory and
practice of facilitation methods that enable people, processes, products, and environments to be innovative. After exploring the numerous and diverse facets of this area of study, students will be able to demonstrate (both in discussion and practice) their abilities to use their learning in applied settings.

LOS 550: Cultural Contexts -- Provides an analysis of the role that culture and cultural differences play in contemporary occupational, social/civic, and interpersonal lives. The essential question for the course is: how does one show leadership in creating and maintaining anti-racist, multicultural, and gender fair relationships, organizations, institutions, and socio-political and economic systems?

LOS 670: Leadership Study Abroad -- Familiarizes students with key issues, theories, and practices in intercultural leadership and provides the knowledge, tools, and multi-cultural experiences necessary to be effective, globally aware leaders. After several months of study, students travel overseas to explore diverse leadership styles and environments. Through this powerful experiential learning, students learn how to be more adept in multi-cultural situations and thus more competitive in the global marketplace.

Recommended Course Sequence

Although there is no required course sequence, we recommend that students take LOS 500: Foundations of Leadership Studies I first.

Certificate of Graduate Study in Leadership Studies

Description

This graduate studies certificate provides a sound, advanced level grounding in leadership theory and research and the skill sets required to work effectively in multiple contexts. It requires 12 credit hours of specific graduate level leadership courses offered in a mix of traditional and virtual classroom styles. This program draws professionals from non-profit, corporate, and civic sectors. It is an especially attractive option for those seeking additional education in leadership skills but who are currently unable to commit to a full degree program.

Students who earn this certificate will…

- Increase their knowledge of the History of Leadership Studies, Theories of Leadership, and The Nature of Followership.
- Assume an orientation which encourages Self-awareness as a Leader, Reflective Professional Practice, and Social Responsibility.
- Develop their skills in Exercising Leadership-Formally and Informally, Complex Problem Solving, Managing Conflict, Communicating Effectively, and Building Relationships.

The Certificate of Graduate Study in Leadership Studies is available both fully online and in a blended (partially online, partially face-to-face) format. For more information, email gradprograms@usm.maine.edu

Program Requirements

LOS 500: Foundations of Leadership Studies I -- History and Theory provides an overview of leadership theory and intellectual history using disciplinary and interdisciplinary approaches from philosophy, social science, the humanities (e.g., literature and history), and science. We explore the wealth of interpretive frameworks for leadership with the task of increasing our understanding of this complex and multifaceted phenomenon.

LOS 501: Foundations of Leadership Studies II -- Understanding and Leading Individuals and Groups furthers the development of students' knowledge of leadership theory and practice, with a special emphasis on the individual and group levels of analysis. Throughout the interdisciplinary exploration of the diverse factors that impact leadership, students will engage in a variety of readings, discussions, writings, and exercises designed to demystify the connections between theory and practice.

LOS 611: Communication and Relationship Building -- Investigates the communication and behavioral theories and techniques that mediate interpersonal dynamics. Students will engage in a course of study designed to help them develop awareness of their communication abilities and difficulties and tools to effectively address the interpersonal challenges they face now and in the future.

LOS 614: Leading Through Conflict -- Helps develop skills in framing conflicts and facilitating the communication processes that help groups mediate differences is key to successful leadership. This course examines research on leadership behaviors encountered in a variety of situations including small groups, organizations, communities, and internationally.

Recommended Course Sequence

Although there is no required course sequence, we recommend that students take LOS 500: Foundations of Leadership Studies I first.

LOS Course Descriptions

- Undergraduate
- Graduate

Undergraduate

The Leadership and Organizational Studies program is interdisciplinary with courses that utilize a variety of active and experiential learning methods.

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 300 Organizational Theory
This is a foundational course that provides a solid overview of organizational theories in leadership. Current organizational issues are analyzed using structural, human resource, cultural, and political frameworks and the case method. Issues examined include leadership, organizational design, planning, change, decision making, communication, and control. This is an excellent course for students interested in how organizations work.
Students in the LOS major must complete this required course with a grade of a B- or better as a condition of their degree. This course includes writing instruction. Prerequisite: familiarity with the Blackboard online learning community. Completion of College Writing with a C or better is required for LOS majors and preferred for all other students. 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. This course uses experiential techniques to help students develop critical skills and understanding of group dynamics. Completion of College Writing with a C or better is required for LOS majors and preferred for all other students. Cr 3.

LOS/SBS 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

LOS 304 Organizational Budgeting and Finance
This course assesses the theory and practices of financial management in different forms of public and private organizations and emphasizes the relationship between financial decision making and organizational policy and strategy. Topics covered will include financial forecasting, the use of spreadsheets, and budgeting. Prerequisites: LOS 250 and LAC 112 or equivalents. Cr 3.

LOS/LAC 305 Programming with Visual Basics
This course is an introduction to modern structured programming on a microcomputer using a state-of-the-art object oriented programming language. It covers all standard control and logic structures, arrays, functions, sub-routines, and data files. Major emphasis is given to an ongoing consideration of problem-solving techniques as they apply to simple and complex programming situations. Programming objects are studied extensively, along with events, properties, and methods. Offered at Central Maine Community College. Cr 3.

LOS/LAC 307 Web Design
This course will present in-depth Web page design for non-programmers, accomplished primarily through learning a full-featured Web design application, MS Front Page. The course also includes an exploration of HTML, DHTML, and some experience with Web scripting languages. Finally server-side Web strategies will be studied. Students will be expected to design and implement Web pages containing many of the features learned in class. Prerequisites: LAC 150 or equivalent and significant Windows and Windows application experience, along with experience on the Internet using a Web browser. Cr 3.

LOS 308 Lean Systems and Methods
This is an introductory course in applying Lean principles and methods in organizations, including front/back office manufacturing, non-profits, healthcare, IT, education and government. Students will learn basic Lean principles and methods and have an opportunity to observe, practice, and apply principles and methods learned. Cr 3.

LOS 309 Lean Systems/Methods Practicum
This supervised practicum provides an opportunity for students to apply lean principles and methods. Working in teams, students will demonstrate the ability to transfer learning from the Lean Methods and Systems course to the field as they implement projects designed to enhance value to the organization. Specific learning objectives will be set by the student teams and address competency in a needs assessment, the Implementation process, outcome evaluation including project results, and individual learning. Cr 3. Prerequisite: LOS 308 Lean Methods and Systems

LOS 310 Science, Technology, and Society (SCA)
This course examines the history of science and technology, and the social changes related to them. It examines the impact of science and technology on ethical and religious beliefs, social institutions such as education, family, and work, and on larger sociopolitical entities and relations. The course also explores the effects of science and technology on natural and human-made environments. Offered fall, spring, summer. Cr 3.

LOS 311 Leadership Through Art
In this course we will explore the role of art in leadership. Built into the concept of a leader is the idea that the leader will influence people, not use brute force or manipulate them, and bring about change. The process of creating and using art teaches the artful leader about the power of imagery in communicating messages effectively. Art influences the public's image of leaders and leadership by portraying leaders as they are or

as they should be. Leaders also employ the arts to convey their ideas for societal change or a vision of a better future. Students in this class will learn basic concepts of leadership and art, analyze the ways in which leaders use art to motivate people and articulate their visions, examine the ways in which art motivates people to bring about change in society, and design a work of art that intends to motivate people, elevate people, and call for change. Cr 3.

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

LOS 314 Employee Relations
This course provides an understanding of the trends in legal, social, and economic aspects of United States labor-management relations. Topics include a historical overview of labor law, grievance procedures, the negotiation process, equal opportunity, and personnel rules. Includes case studies and simulated bargaining and arbitration exercises. Cr 3.

LOS 315 Training and Development
This course provides students with a theoretical framework for adult learning as it applies to the training and development process. Topics covered include the assessment of learning needs and setting of objectives; the design and facilitation of learning processes such as workshops, on-the-job training, self-directed learning, web-based training, and the assessment of outcomes. Students will design and deliver a training program as a major project for this course. Cr 3.

LOS/SBS 316 Diversity in Organizations
Using historical, socio-economic, and psychological perspectives, students learn about the challenges diverse members of U.S. society, such as women, people of color, people from marginalized classes, and those from other countries have had and continue to face. Students gain an understanding of how the workplace may affect diverse peoples and how others can learn to make the workplace more hospitable. A primary focus of this course is on examining beliefs, behaviors, or unconscious attitudes that perpetuate the oppression and subordination of diverse members of society in the workplace, while also looking at how increased diversity is adding to workplace productivity, creativity, and learning. Readings are drawn from the social sciences and humanities to provide an interdisciplinary approach to the topic. Cr 3.

LOS/LAC 318 Database Management
This course introduces skills and builds proficiency in database management. It is taught on PC computers using the latest version of Microsoft Access and is designed to help students develop competencies in a variety of database processing functions. Students become proficient in setting up databases, managing data, creating reports, using report enhancements, and manipulating data. Prerequisite: Basic computer applications knowledge. Cr 3.

LOS/LAC 319 Introduction to Networking
This course is an introduction to the installation, maintenance, and repair of personal computer networks. It provides students with an elementary understanding of network systems including communication components, LAN protocols, standards (de facto/de juri), system architecture, network software, and the fundamentals of network installation and repair. Offered at Central Maine Community College. Cr 3.

LOS/LAC 320 Networking Support and Troubleshooting
This advanced course addresses the installation, maintenance, and repair of personal computer networks. It provides students with an advanced understanding of network systems including software configuration, troubleshooting, security, tools, design strategies, and employee training. Offered at Central Maine Community College. Cr 3.

LOS/LAC 321 Introduction to Personal Computer Repair/Operating Systems
This course is an introduction to the installation, maintenance, and repair of personal computers and related equipment. It provides students with an elementary understanding of PC environments including system components, peripherals, operating systems, component/card interface, and the fundamentals of repair. Offered at Central Maine Community College. Cr 3.

LOS 322 Leadership in the Public/Nonprofit Sectors
This course examines the basic processes through which public policy is formulated, adopted, and implemented in the United States. Prerequisite: junior standing or permission of the instructor. Cr 3.

LOS 323 The Media and Politics
This course explores the implications of political campaigns in American politics. Topics include management of campaigns, candidate recruitment, positive and negative advertising, political consultants, political parties and interest groups, effects of media coverage, campaign financing, and impact of campaigns and elections on public policy. Special consideration will be given to current campaigns. Cr 3.

LOS 324 Leadership, Sports, and Society
This course provides students interested in sports an opportunity to explore and deconstruct various aspects of sports leadership. Covering a wide

range of material, the course will develop critical understanding of the mutually constituted link between sport, leadership, and society. To this end, it applies classical, modern, and postmodern theories of leadership to historical and contemporary sporting examples that will offer a critical view of how sport (and conceptions of sport) are constructed and represented. Micro, meso, and macro levels of analysis will be explained to assist interpretive work and to explore the complexity of the terrain as it directly relates to the study of leadership. Cr 3.

LOS 325 State and Local Government
This course is an introduction to the structure, roles, and processes of administration in state and local government. The state of Maine is a special focus of the course. Cr 3.

LOS 327 Leading through Conflict
Conflict management is explored as an essential leadership tool and analyzed as a necessary component of healthy systems and innovations. We will investigate techniques that help individuals and groups mediate and negotiate differences encountered in a variety of situations. 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 or equivalent. Cr 3.

LOS 330 Leadership in Different Cultures
Students will explore leadership practices in multiple cultures and how our increasing interactions with these diverse leadership styles have changed our conception of leadership in the U.S. This course will help students determine the skills they will need to take on a leadership role in a global society. Cr 3

LOS 333 Portfolio Development: Recognizing Prior leadership Experience and Knowledge
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.

LOS/LAC 334 Integrated Software Packages
This is a course in the use of integrated software packages for report, document, presentation, and information development activities. A variety of instructional activities will stress file and data integration and explore intra- and inter-package communications. Integration of word processing, spreadsheet, database, and graphics software is featured using linking and other tools. Students are expected to produce documents, spreadsheets, database reports, and presentations which take full advantage of inter-operability, communication, translating, linking, and sharing functions. Prerequisite: LAC 150 or equivalent. Cr 3.

LOS 336 Dealing with Difficult People and Behaviors
It has been stated that everyone is someone's difficult person. Almost daily, we come in contact with people we would characterize as difficult. They are the people we work with, sell to, depend on, and live with. There are intimidators, manipulators, analyzers, know-it-alls, overly friendly, accommodators, chronic complainers and whiners. Their actions consume time, energy and emotion at the expense of productivity and morale. This course provides fresh insights and immediately usable skills needed to quickly, confidently and assertively identify and deal with various types of people, difficult or not, in a variety of contexts while maintaining your own self confidence. Cr 3.

LOS 350 Leadership
This foundational course for students of leadership will provide learners with a review of major leadership concepts and theories designed to incorporate research findings, practice, skill-building, and direct application to real world scenarios. Beyond leadership concepts and theories, the course will cover a variety of topics impacting today's leaders as a foundation for learning including power and ethics, leadership development, politics and influence, decision making, and creativity and innovation. An experiential design is used along with traditional online techniques to help students reflect on their personal leadership styles and examine their approaches to leading others in diverse organizational settings. Students in the LOS major must complete this required course with a grade of a B- or better as a condition of their degree. Completion of College Writing with a C or better is required for LOS majors and preferred for all other students. Cr 3.

LOS 360 Deliberate Creativity and Innovation
This course is designed to develop practical skills in creative and innovative thinking that leaders can use to identify opportunities, generate value-creating ideas, and overcome barriers to successfully bringing new concepts to life. In this class, students will learn about creative thinking tools and how to practically apply them; develop an appreciation of the personal and organizational factors that influence creativity and innovation; and explore the leadership and facilitation skills that will prepare them to lead teams through creative problem solving. Cr 3.

LOS 361 Entrepreneurship
This course focuses on why people become entrepreneurs, the characteristics of successful entrepreneurs, the changing demographics of entrepreneurs, and the importance of entrepreneurship to the economy and society. In this class, students will examine the entrepreneurial process from the decision to become an entrepreneur through idea generating, writing a business plan, competitor analysis, getting financing, marketing, team building, considering ethical and legal issues, and developing strategies for growth. Cr 3.

LOS 362 Leadership, Sports, and Society

This course provides students interested in sports an opportunity to explore and deconstruct various aspects of sports leadership. Covering a wide range of material, the course will develop critical understanding of the mutually constituted link between sport, leadership, and society. To this end, it applies classical, modern, and postmodern theories of leadership to historical and contemporary sporting examples that will offer a critical view of how sport (and conceptions of sport) are constructed and represented. Micro, meso, and macro levels of analysis will be explained to assist interpretive work and to explore the complexity of the terrain as it directly relates to the study of leadership.

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. Offered fall, spring, summer. Cr 1.5.

LOS 373 Managing Nonprofits
This course will familiarize students with major concepts in the management of a nonprofit and will help them develop the skills to utilize this material in applied situations. Students will explore the mission of the nonprofit, marketing and funding, effective strategies for developing relationships and performance, and ways to enhance leadership skills. Cr 3.

LOS/SBS 381 Introduction to Globalization
This course examines the economic, political, social, and cultural aspects of globalization from an interdisciplinary perspective. The purpose is to get a sense of clarity about what globalization is, how it is affecting people around the world, and why there is an increasingly robust resistance to it on the grassroots level. We will also discuss how to empower ourselves, while being socially responsible in this rapidly changing world. Course format includes discussion, case study, and student presentation on research projects. Prerequisites: SOC 100, ANT 101, or equivalent. Cr 3.

LOS 398 Independent Study
Prerequisites: LOS 300 or junior standing and permission of instructor. Cr 3.

LOS 399 Special Topics
Topics offered will cover current special issues in organizations and/or the study of organizations through alternative methods. Cr 3.

LOS 412 Topics in Human Resource Management.
This course will consider contemporary topics that represent emerging issues for human resource management within organizations. Cr 3.

LOS 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: HUM/LOS/SBS/SCI 369. Offered fall, spring, summer. Cr 1.5.

LOS/SBS 436 Risk, Public Policy, and Society
This course considers the variety of ways in which risks, especially risks to the environment and to health, are measured, perceived, communicated, and acted upon in our society. Perspectives will be drawn from health fields, natural sciences, and political science, as well as from the social sciences. Cr 3.

LOS 440 Organizational Change and Development
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 447 Internship
This online course provides students the opportunity to work in their chosen field to evaluate their interest and acquire basic skills needed to market themselves effectively. Students participate in an online seminar in which they learn about and reflect on workplace issues. Students wishing to take more than 3 credit hours must have permission from their faculty advisors. Prerequisite: HUM/LOS/SBS/SCI 413. Offered fall, spring, summer. Cr 3-6.

LOS 470 Leadership Abroad
The goal of this course is to familiarize students with key issues in intercultural leadership and to provide tools to be an effective leader in a globally aware environment. Through international travel, a variety of readings, and reflection exercises, students will examine a diversity of

leadership situations and the cultural factors that influence the quality of a leader's performance. In order to help apply theory to experience, students will be given a number of opportunities to articulate ideas about the concepts explored through presentation, group discussion, and writing. Prerequisite: instructor permission. Cr 6.

LOS 487 Consulting in Organizations
Students will work in a team to apply organizational concepts and theories to a real-life organizational situation. Topics include self-assessment, consulting roles, the phases of consulting, consulting strategies, and ethical considerations. Cr 3.

Graduate (Back to top**)**

LOS 500 Foundations of Leadership Studies I: History and Theory
The course provides an overview of leadership theory and intellectual history using disciplinary and interdisciplinary approaches from philosophy, social science, the humanities (e.g., literature and history), and science. We explore the wealth of interpretive frameworks for leadership with the task of increasing our understanding of this complex and multifaceted phenomenon. The study of leadership can be applied across disciplinary fields and to examine critical issues emerging today. Questions considered include: Are leaders different from followers? What are the ends of leadership? What sort of leadership is needed today? Cr 3.

LOS 501 Foundations of Leadership Studies II: Understanding and Leading Individuals and Groups
The goal of this course is to further the development of students' knowledge of leadership theory and practice, with a special emphasis on the individual and group levels of analysis. Throughout this interdisciplinary exploration of the diverse factors that impact leadership, students will engage in a variety of readings, discussions, writings, and exercises designed to demystify the connections between theory and practice. Cr 3.

LOS 512 Deliberate Creativity and Innovation
Deliberate creativity studies investigate the theory and practice of facilitation methods that enable people, processes, products, and environments to be innovative. After exploring the numerous and diverse facets of this area of study, students should be able to demonstrate (both in discussion and practice) their ability to use their learning in an applied setting. Cr 3.

LOS 550 Cultural Contexts
This course provides an analysis of the role that culture and cultural differences play in contemporary occupational, social/civic, and interpersonal life. The essential question for the course is: how does one show leadership in creating and supporting multicultural relationships, organizations, institutions, and socio-political and economic systems? Cr 3.

LOS 610 Methods of Inquiry
This course considers the concepts, principles, and methods that may be used in research for organizational and leadership studies. Quantitative and qualitative research methods that can be used in organizational planning and decision making and in the social and behavioral sciences will be considered. The course will cover topic areas related to the application of appropriate methods of inquiry. Cr 3.

LOS 611 Communication and Relationship Building
This course investigates the communication and behavioral theories and techniques that mediate interpersonal dynamics. Students will engage in a course of study designed to help them develop awareness of their communication abilities and difficulties and tools to effectively address the interpersonal challenges they face now and will face in the future. Cr 3.

LOS 614 The Conflict Process
Developing skills in framing conflicts and facilitating the communication processes that help groups mediate differences is key to successful leadership. The course examines research on leadership behaviors encountered in a variety of situations including small groups, organizations, communities, and internationally. Cr 3.

LOS 651 Technology in Society
Technology and society studies investigate the social implications of technology, the values expressed in uses of technology, and the policy decisions that affect and are affected by technological change. Students will analyze various arguments surrounding how technological change has affected the manner in which we live and how we as leaders should utilize technology in the future. Cr 3.

LOS 661 Ethical and Spiritual Dimensions of Leadership
What are the roles of ethics and spirituality in leadership? Where does ethics end and spirituality begin? This course approaches the study of leadership from the perspectives of meaning, values, and human connectedness. The hunger to understand our lives, be part of a larger whole, be complete, and serve are examined as they relate to the leadership process. Cr 3.

LOS 662 Community Leadership
This course studies how leadership principles and theories apply to the building of community. Consideration will be given to developing citizenship, volunteerism, and social equity among formal and informal leaders in communities. Cr 3.

LOS 665 Organizational Consulting: A Perspective on Leadership
In this course students learn what consultants do and how they do it effectively, including work in a local organization with a client leader who

has a need. Topics include self-assessment, phases of consulting, system frameworks, intervention strategies, and ethical standards and practices. Cr 3.

LOS 670 Leadership Study Abroad
This course investigates the study and practice of leadership in other countries. Students will travel to other countries and examine leadership issues in different contexts. Cr 3.

LOS 688 Capstone Seminar
The seminar allows students the opportunity to work with faculty to develop their master's project or thesis. Seminar meetings will include collegial (student) as well as faculty critique and assistance in developing research and projects. Questions posed by both projects and theses will be discussed. The capstone advisor must approve all projects. The capstone advisor and, when appropriate, an outside reader in an area of concentration must approve thesis topics. The seminar will conclude with students identifying the key questions for their continued study of leadership. Prerequisite: LOS 610. Cr 3.

LOS 689 Master's Project/Master's Thesis
The project option requires students to design an intensive theory-based, applied project that explores the role of leadership in developing and/or implementing meaningful change in an organization or community. Each student will work with a faculty advisor. When appropriate (e.g., when students have a concentration from another graduate program), an outside reader will also be selected jointly by the student and advisor. Written analysis of the project will include a survey of relevant literature, a detailed description of the situation or change being studied, presentation of the method(s) of inquiry and data, and an analysis of the data and other outcomes. The written presentation will include an executive summary and complete bibliography. Projects will also be formally presented to other students, community members, and LAC faculty. Students will be evaluated on both their verbal and written presentation skills.
The thesis option requires students to select a topic for intensive library research, reading, and analysis. It may, for example, summarize and analyze work in new methods or contribute a new theoretical proposal that calls for further testing or research. This work will be designed to produce an article of interest for the field of leadership studies. With a thesis advisor, the student will identify an appropriate professional or academic outlet for publication, and the paper will be prepared and submitted to this outlet. Students will formally present their theses to students, community members, and LAC faculty. Students will be evaluated on both their verbal and written presentation skills. Cr 3.

LOS 698 Independent Study Cr 3.

MOT in Occupational Therapy

Description

Program Director: Roxie Black

Professor: Black; Assistant Professor: Spear; Lecturers: Bickmore and Clark; FieldWork Coordinator: TBA

Lewiston-Auburn College offers a professional, entry-level master's degree in occupational therapy for people who hold a baccalaureate degree in a discipline other than occupational therapy. The master of occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Occupational therapy (OT) is a health and human service profession that recognizes humans as occupational beings. People define who they are by what they do; or by the occupations in which they engage. Occupational therapists use meaningful occupation or activities as intervention to help people of all ages maximize wellness and perform the skills they need to participate as fully in society as possible. OTs intervene with people who are experiencing varying degrees of activity impairment as a result of developmental, physical, psychological, cognitive, or environmental dysfunction. As an OT, you will assist people in developing, compensating for, or regaining the skills necessary for participation in meaningful life roles and skills of self-care, work, and leisure.

Graduate entry-level occupational therapy education builds upon the previous education and experience of the student by providing a sequential course of professional study that stresses active, independent inquiry, critical thinking, strong communication skills (oral, nonverbal, written, and electronic), problem solving, clinical reasoning, and professional behaviors. Realizing that consumers may receive occupational therapy services in a wide variety of settings, students are exposed to practice in hospitals, other health institutions, schools, community agencies and centers, and other facilities where potential clients may be served.

If you have not yet completed a bachelor's degree consider the MOT Jumpstart option!

Program Requirements

Students in the MOT program will complete seventy-nine graduate credits consisting of four semesters of full-time coursework and six months of full-time fieldwork.

Students are required to complete three Level I Fieldwork experiences; one each in mental health, physical disabilities, and developmental disability settings. The Level I fieldwork is completed concurrently with the semester in which the relevant coursework is taken.

Students are also required to complete two level II, 3-month Level II Fieldwork experiences in two different settings of their choice.

Personal health insurance is required for all students in this program. Students may select the University insurance coverage or a private company as long as the coverage meets that of the University policy.

Students are required to have a current criminal background check. People with felonies must check with NBCOT and the Maine state licensure bureau regarding certification and licensure eligibility. Because of requirements from field sites, all MOT students are required to be fingerprinted prior to entering the MOT program and have evidence of such available for their field placements.

Students are required to become members of the American Occupational Therapy Association (AOTA) and the Maine Occupational Therapy Association (MeOTA).

Program of Study

FIRST YEAR

Fall Semester Credits	Credits
OTH 501 Occupational Therapy Foundations	3
OTH 502 Introduction to Occupation	3
OTH 503 The Reflective Practitioner	2

OTH 513 Applied Concepts of Movement	3
OTH 514 Human Anatomy: Structure and Function	4
Spring Semester	
OTH 504 Applied Research I	3
OTH 505 Mental Health and Occupational Performance	5
OTH 507 Ethics and Social Justice	3
OTH 509 Level I Fieldwork: Mental Health	1
OTH 517 Occupational Well-Being	3
Summer	
OTH 601 Neuroscience	3
OTH 605 Leadership and Management	3
SECOND YEAR	
Fall Semester	
OTH 510 Level I Fieldwork: Adults	1
OTH 512 Applied Research II	3
OTH 518 Group Process for Practice	2
OTH 603 Occupational Performance in Adulthood	7
OTH 614 Adult Conditions	2
Winter/Spring Semester	
Winter (8-week session)	
OTH 511 Level I Fieldwork: Developmental Disabilities	1
OTH 604 Occupational Performance: Infancy throughAdulthood	7
OTH 615 Pediatric Conditions	2
Spring (April/May/June)	
OTH 620 Level II Fieldwork*	6
THIRD YEAR	
Summer Semester	
OTH 608 Reflections on Practice: Cognition and Perception	3
OTH 616 Professional Presentations	1
OTH 618 Contextual Considerations in Practice	2
Fall/Winter	
OTH 621 Level II Fieldwork*	6
Total credit requirements	79

*All students must complete two Level II Fieldwork experiences.

Admission Information

Admission to the master of occupational therapy program is competitive and limited to 30 spaces. The program seeks applicants who have a bachelor's degree in a field other than occupational therapy with a record of academic achievement and who are committed to employing interdisciplinary approaches and strategies in the study of occupational therapy.

The program also seeks candidates who are committed to self-development as a necessary foundation for assisting others. Academic coursework and clinical experiences require that students be available throughout the day and some evenings. A part-time option is also available where students may complete their academic work in three years. In addition to four semesters of academic coursework, students are required to complete six months of full-time fieldwork in an occupational therapy setting.

Students should submit an on-line application to: Office of Graduate Admissions, USM, P.O. Box 9300, Portland, ME 04104-9300. The deadline for completed applications is October 1st for matriculation the following fall semester.

The following criteria are used in the selection process:

Baccalaureate degree from an accredited college or university.

A cumulative grade point average (GPA) of 3.0 on a 4.0 scale or a B average is highly recommended. If you have a graduate degree, your graduate cumulative GPA will be used. If your cumulative GPA is not 3.0 or better, the likelihood of acceptance is significantly diminished. Your application will not be considered if you have a cumulative GPA lower than 2.75.

Prerequisite courses: Either as part of your baccalaureate degree or subsequent to receiving it, you must have completed the following courses or

have a plan to complete them with a grade of B (3.0) or better. All of the science prerequisites must have been taken within six years prior to the fall semester for which you are applying. If science courses were completed with a B or better more than six years ago, you may do one of the following: 1) use more current upper division courses in the discipline to satisfy the requirement, 2) retake the course, or 3) take a CLEP or equivalent exam if one is available. If you have questions regarding the prerequisite requirements, contact the MOT director.

Prerequisite Courses:	Credits
Statistics (such as MAT 120D or SBS 328 or equivalent)**	3
College Algebra (such as MAT 108 or equivalent)*	3
English-writing	3
Intro to Sociology*	3
or an upper level SOC or SBS course	
Abnormal Psychology or Psychopathology***	3
Human Growth and Development or Developmental Psychology (Life span course)**	3
Intro to Physics with lab (or Biomechanics at LAC)	4 (3)
Human Anatomy and Physiology I***or equivalent	4
Human Anatomy and Physiology II*** or equivalent	4
Medical Terminology	1-3

* There are CLEP exams available for these courses.

** There are DANTES exams available for these courses.

*** There are Excelsior College Exams available for these courses.

Students may apply to the program even if not all of the prerequisite courses are yet completed.

If you have not already completed the English and math course requirements, please register to take Lewiston-Auburn College's placement exam in reading, writing, and math. The exam will determine whether you need to take any developmental courses in preparation for the college level math and English courses.

All applicants must complete a 2- 3 page essay as part of the admission package. Within this essay you must introduce yourself, describe why you are interested in Occupational Therapy, and outline the strengths and experiences you bring to the Occupational Therapy profession.

All applicants must complete a minimum of 15 hours of job shadowing or work experience with an occupational therapy practitioner. An evaluation form, found in the application materials must be submitted.

All applicants who meet the above requirements will be scheduled for an interview.

Completion of the application requirements does not guarantee admission into the program. Admission will be based on a comparative evaluation of applicants' materials as they relate to academic achievement, writing skills, and interviewing. If two or more applicants are otherwise equally qualified, additional consideration will be given for work experience in a related field (e.g., education, recreation, or other health related profession).

Admission decisions will be made based on the applicant's performance on all criteria above .The admissions committee will inform the applicant of that decision within one month of acceptance.

Upon being acceptance, students must submit documentation that they are in good health as evidenced by a physical examination, including specific immunizations, prior to beginning the fall semester (See Health Requirements below). Forms will be sent with acceptance letters.

The MOT admission deadline is October 1st prior to the fall semester to which one is applying. Unconditional acceptance to the MOT program will be extended only to students who are competitive and who have submitted documentation that all of their requirements have been completed at the time of their application. Successful candidates who are in the process of completing prerequisite courses will receive conditional acceptances until all their requirements have been completed. Full-time students must have completed all prerequisites before the start of classes in September, while part-time students may take until the following fall to complete select courses. Students must select those courses in collaboration with the MOT program director.

Jump Start Option

Students may complete their undergraduate and graduate education in five (5) years by selecting this option. Students who identify as MOT

jumpstarters and who are matriculated into an LAC undergraduate program or the Health Science program in Gorham must apply to the MOT program in fall of their junior year. They must complete the following by August of the year they plan to enter the program:

1. USM Core curriculum requirements;
2. Academic major requirements; and
3. MOT prerequisite requirements.

The Jump Start option does not guarantee admission to the MOT program. Students must qualify in the same manner as any other applicant to the MOT program. Contact the Student Success Center for an advising appointment or more information at (207) 753-6536.

Application Materials

In addition to the general policies described in the Academic Policies chapter, specific policies of this program are as follows.

Time Limit:

Unless applying for a part-time option, the program's academic work is designed to be completed within five semesters of being admitted to the program. To ensure continuity of application of academic concepts and to meet accreditation standards, all fieldwork MUST be completed within 24 months following completion of academic preparation.

Grade Policy:

All courses in the occupational therapy curriculum must be completed with a minimum of B- (2.67) in order to carry graduate credit. If a student receives a grade below B-, the student must repeat the course in the next semester that it is offered. Because occupational therapy courses are only offered once a year, it will be necessary for the student to receive permission from the faculty committee in order to take any other courses in the curriculum prior to repeating the course. A student is only permitted to repeat a course one time. If a student gets a grade below B- in a repeated course, he or she will be dismissed from the program.

Students must maintain a cumulative grade point average of 3.0 in each semester in order to progress in the program. A student whose grade point average falls below a 3.0 in the first, second, or third semester will be placed on academic probation and will have one semester to bring the grade point average up to at least a 3.0. Students who fail to do this will be dismissed from the program. A student may not be placed on probation more than once.

Any student whose cumulative GPA is below 3.0 in their final semester will be dismissed and will not be permitted to graduate. Students must also demonstrate satisfactory professional behaviors. Unsatisfactory ratings of professional behaviors in two semesters may result in termination from the program.

Transfer Policy:

The MOT Program abides by the transfer policy outlined in the graduate catalogue. In addition, all transfer courses must be evaluated by the MOT Program Director to determine whether they meet the content requirements of the appropriate ACOTE standard. Only those courses which meet the standards will be accepted for transfer.

ACOTE and NBCOT:

The MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR) and will be eligible to practice. Most states require licensure in order to practice. In Maine, the license is based upon initial certification from the NBCOT certification examination. NBCOT is located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150.

Health Requirements

Students must comply with the University's immunization requirements. In addition, students must comply with the MOT program's health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical practice. Students must show evidence of completion of the following immunizations:

- PPD
- Lab test (titer) providing immunity to:
    - Rubella
    - Rubeola
    - Mumps
- Tetanus

- Chicken Pox
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records must be on file with University Health Services and the MOT program prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and CPR certification is required prior to beginning clinical coursework.

Certificate of Graduate Study in Occupational Therapy: Return to Practice

Description

The purpose of this graduate certificate is to provide Occupational Therapists who have been out of the OT field for a period of time (and who no longer have a current license or OT certification) with an opportunity to update their knowledge and skills with which to return to practicing the art and science of OT. The entire 18 credits may be earned during one academic year (three semesters).

At the completion of this certificate students will:

- Recognize and apply occupation-based models of practice
- Understand current trends within occupational therapy theory and practice
- Regain comprehension of and skill in a chosen area of practice
- Feel confident in returning to occupational therapy practice

Program Requirements

Program Content	Credits
OTH 502 – Introduction to Occupation*	3
OTH 503 – The Reflective Practitioner*	2
OTH 507 – Ethics and Social Justice	3
Choice of 1 Theory and Practice Course:	7
OTH 505 – Impact of Mental Health on Occupational Performance	
and OTH 518 – Group Process for Practice	
or OTH 603 – Occupational Performance in Adulthood	
or OTH 604 – Occupational Performance: Infancy through Adolescence	
Level II Fieldwork in Practice Area of Interest – 6weeks	3
Total Credits	18

*These courses are offered in the fall semester and are prerequisites to OTH 507 and the theory and practice courses offered in the spring semester.

General Guidelines:

- Program Length: Students will have four years to complete this MOT Graduate Certificate.
- Program Delivery Mode: All courses will be offered at USM at LAC
- Program Audience: Occupational therapy practitioners who have not practiced for several years and who want to return to practice.

Admission Information

Application form must be completed by 10/1 of the year prior to which the student wishes to begin the certificate.
Proof of Completion form must be submitted in order to receive the actual certificate.

General Guidelines:
All MOT certificate courses must be taken in sequence.
A grade of "B" MUST be earned in EACH course. Once accepted, students have five (5) academic years to completed the certificate. Return to Practice seats are limited to three (3) per academic year.

Please review AOTA's Return to Practice/Re-entry guidelines.

Course Descriptions

OTH 501 Occupational Therapy Foundations
This course introduces students to the profession of occupational therapy by studying its history, philosophy, and standards. Students will examine the multiple contextual factors that influence the practice, professional behaviors, responsibilities of practitioners, and evidence-based practice. Additionally, students will learn about the role and functions of OT practitioners; local, national, and international associations; the OT process; activity and occupational analysis; and OTR and OTA collaboration. Cr3.

OTH 502 Introduction to Occupation
Introduces students to the theory of occupation and the relationship between occupation and occupational therapy practice. Several occupational performance models of practice in OT will be introduced, and students will thoroughly explore the OT Practice Framework. Students will begin to reflect on their "occupational selves" in this course. Cr 3.

OTH 503 The Reflective Practitioner
Provides an understanding of human behavior, therapeutic use of self, and development of interpersonal communication both personally and professionally. Cr 2.

OTH 504 Applied Research I
This course introduces the student to the spectrum of investigative strategies that can be used to answer questions of concern to occupational therapists. Students will learn to critically examine current research and to master basic research skills. Students will practice basic research skills through targeted assignments and the development of research questions, a literature review, and a research project proposal. Cr 3.

OTH 505 Mental Health and Occupational Performance
Emphasis is on occupational therapy theory, evaluation, planning, and intervention commonly used with individuals who have psychosocial impairment across the life span. The etiology, symptoms, and course of each condition are reviewed, as is the analysis of occupational performance as it relates to psychosocial dysfunction. Students will examine the importance of multiple contexts and their influence on occupational choice. Students problem solve using activity analysis and the selection of assessment tools to produce and evaluate occupation-based interventions. Prerequisite: OTH 502. Cr 5

OTH 507 Ethics and Social Justice
This course is designed to assist students to understand the larger social, ethical, professional, and systematic issues that impact health care and occupational therapy practice. The course will focus on ethical issues, dilemmas, and decision making, as well as the OT Code of Ethics. Health disparities, occupational justice, sociopolitical pressures and legal issues, and their impact on ethical practice, will also be explored. Cr 3.

OTH 509 Level I Fieldwork: Mental Health
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a psychosocial setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Corequisites: OTH 505, OTH 507, OTH 517. Cr 1.

OTH 510 Level I Fieldwork: Physical Dysfunction
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a physical disabilities setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 601, OTH 603, OTH 614. Cr 1.

OTH 511 Level I Fieldwork: Developmental Disabilities
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a pediatric/developmental setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 604, OTH 615. Cr 1.

OTH 512 Applied Research II
This course provides the opportunity for students to expand their application of research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Students will conduct a research project, collecting and analyzing data, culminating in a full research paper and presentation. Course sessions and assignments will be devoted to guiding students through the research process. Cr 3.

OTH 513 Applied Concepts of Movement
This course will cover the basic science needed to understand normal body movement. The student will gain an understanding of the functional anatomy of the musculoskeletal system and how it relates to the biomechanics, kinematics, and kinetics of human motion. In addition, the student will learn skills in assessment of musculoskeletal functioning from a biomechanical frame of reference. The course will include hands-on laboratory experiences that will facilitate the learning of concepts and skills. Corequisite: OTH 514. Cr 3.

OTH 514 Human Anatomy: Structure and Function
This course provides an in-depth study of the structure and function of the systems of the human body. Emphasis will be placed on the neurological, skeletal, and muscular systems. Labwork will consist of independent study with models, CD-ROM, and online programs. Cr 4.

OTH 517 Occupational Well-Being
The profession of occupational therapy and the World Health Organization identify wellness as an important aspect of health status. Occupation, the engagement in meaningful activity, is necessary for health and wellness. This course explores the concept of wellness as it is understood in occupational science and practiced in occupational therapy. Cr. 3

OTH 518 Group Process in Practice
This two-credit course introduces students to group process principles, including the major characteristics of groups, group norms, and group development. Students will have an opportunity to lead a group as well as apply the group process to multiple areas of practice. Cr. 2

OTH 601 Neuroscience
This course will provide foundational knowledge in neuroanatomy and neurophysiology as it relates to human occupation. Emphasis will be on understanding the concepts of neuroscience that are the underpinnings of theory and treatment applications of occupational therapy. Prerequisites: OTH 514. Cr 3.

OTH 603 Occupational Performance through Adulthood
This course integrates occupational therapy theory and practice in the occupations of adults with physical impairments. The class format provides students with an opportunity to apply occupational therapy and new knowledge to clinical cases, develop clinical reasoning abilities, and learn hands-on skills needed for entry-level practice. Learning strategies involve applying the OT Practice Framework to practice as well as integrating OT in a variety of practice settings with a variety of team members. Written and verbal skills are highlighted, and role playing/modeling of interdisciplinary teamwork is stressed. It is expected that students are able to do professional research by accessing information on the Internet via relevant databases. Prerequisites and corequisites: OTH 510, OTH 514, OTH 601 and OTH 614. Cr 7.

OTH 604 Occupational Performance in Infancy through Adulthood
This course integrates OT theory and practice in the occupations of individuals, birth to 21. The format of the class includes weekly lectures, class discussions, and lab experiences,. Students will apply new knowledge to clinical cases, develop clinical reasoning skills, and learn hands-on skills needed for entry-level practice. Pre- or co-requisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 615. Cr 7.

OTH 605 Leadership and Management
This course will introduce content and simulate skills needed for understanding organizations and leadership in occupational therapy. Exposure to leadership styles will be provided in an interactive and collaborative format. Legislation and policy of health care are discussed with emphasis on the importance of being involved. Students should complete the course with a thorough appreciation for the finesse needed in strong leadership, as well as specific working knowledge which will assist them in navigating the fluctuating health care arena. Cr. 3

OTH 608 Reflections on Practice: Cognition and Perception
This course explores integration of brain function and its relationship to occupational performance across the life span. Emphasis is on how human beings learn and participate in their environments, with respect to the perceptual and cognitive functions of the brain that are most pertinent to occupational performance. Reflecting on their previous fieldwork experiences, the class examines the relationship of states of damage and dysfunction to engagement in occupations. Students will discuss the psycho-social, physical, and developmental practice domains of occupational therapy as they relate to brain functions. Students will understand assessments, and begin to design preparatory and occupation-based interventions for people, regarding perceptual and cognitive issues. Cr 3.

OTH 614 Adult Conditions
Clinical conditions and diagnoses for adults with physical dysfunction will be examined. Emphasis will be on understanding medical conditions as they relate to occupational therapy practice. Prerequisites or corequisites: OTH 510, OTH 601, OTH 603. Cr 2.

OTH 615 Childhood Conditions
Medical and developmental conditions from birth, early childhood, and adolescence will be described and identified in this course. The impact of these conditions on occupational performance will also be addressed. Prerequisites or corequisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 604. Cr 2.

OTH 616 Professional Presentations
This course provides students with the opportunity to disseminate their research results in a professional forum. Students will work with a faculty advisor to prepare their research projects for professional presentation to the community. Course sessions and assignments will be devoted to

guiding students through the research dissemination process and transition to the role of a professional. Prerequisites: OTH 504 and OTH 605. Cr 1

OTH 618 Contextual Considerations in Practice
This course utilizes and builds on the fieldwork experiences of students as they gain knowledge and reflect on observed practice skills needed for basic management. An examination of the context of practice will incorporate readings, assignments, and class discussions of effective supervision, reimbursement mechanisms, accrediting agencies, and their impact on departmental operations. Regulation, politics, and changing policies of service provision will be studied, as well as the ethical considerations, program evaluation, and communications necessary for managing people. Students will be taught to consider alternatives, advocate for change, and influence policy decisions. Cr 2.

OTH 620 Level II Fieldwork
This fieldwork requirement is a 12-week, full-time, 40-hours per week supervised experience in an occupational therapy setting, or emerging practice area. Students apply theoretical knowledge and practice skills with clients who are experiencing a variety of disorders, taking on an ever-increasing caseload throughout the 12 weeks. Cr 6.

OTH 621 Level II Fieldwork
This fieldwork requirement is a 12-week, full-time, 40-hours per week supervised experience in an occupational therapy setting, or emerging practice area. Students apply theoretical knowledge and practice skills with clients who are experiencing a variety of disorders, taking on an ever-increasing caseload throughout the 12 weeks. Cr 6.

CMHS Overview

Academic Leadership

Dean: Joseph W. McDonnell; Associate Dean, Muskie School of Public Service: Andrew Coburn; Associate Dean, School of Education and Human Development: Catherine Fallona; Associate Dean, School of Business:, Bert Smoluk; Director, School of Social Work: Susan Fineran

Administrative Leadership

Director of Finance: Brian Conklin-Powers; Directors of Student Affairs: Alice Cash and Kimberly Warren; Director of Administration: Sondra Bogdonoff; Director of Communications: Sara Litwiller; Coordinator of Human Resources: Judy Letarte; Administrative Specialist: Kyle Radke

The College of Management and Human Service brings together dedicated faculty and staff from four professional schools at the University of Southern Maine: the School of Business, School of Education and Human Development, School of Social Work, and the Muskie School of Public Service, including more than 120 research staff in the Muskie School's Catherine E. Cutler Institute for Health and Social Policy and additional research centers throughout the college. Through their dedicated teaching, applied research, and engagement within the community, our faculty offer students unique opportunities to engage in socially relevant studies that address today's most pressing issues in education, public policy, management, and social services.

The college offers a wealth of both graduate and undergraduate degree programs, as well as teacher education, professional development tracks, and certificate options. Unique to the college is cross-cutting curricula that allow students to engage in coursework from more than one school or program, an approach that best prepares students for today's challenging and complex work environment. Additionally, partnerships with area businesses, organizations, and agencies create opportunities for students to gain knowledge and skills through experiential learning, preparing them for leadership roles within their respective fields.

Schools within the College

- The Muskie School of Public Service
- The School of Business
- The School of Education and Human Development
- The School of Social Work

Undergraduate Programs

The College of Management and Human Service offers the following undergraduate degree programs:

- Bachelor of Arts (BA) in Geography-Anthropology
- Bachelor of Arts (BA) in Social Work
- Bachelor of Arts (BA) in Tourism and Hospitality
- Bachelor of Science (BS) in Business Administration with majors in accounting, finance, general management, marketing, and sport management

Graduate Programs

The College of Management and Human Service offers the following graduate degree programs:

- Master of Business Administration (MBA)
- Master of Science (MS) in Adult and Higher Education
- Master of Science (MS) in Counseling
- Master of Science (MS) in Educational Psychology
- Master of Science (MS) in Abilities and Disabilities Studies
- Master of Science in Education (MSEd) in Applied Literacy
- Master of Science in Education (MSEd) in Educational Leadership
- Master of Science in Education (MSEd) in Literacy Education
- Master of Science in Education (MSEd) in Professional Educator
- Master of Science in Education (MSEd) in Teaching and Learning
- Master of Social Work (MSW)

- Master of Community Planning and Development (MCPD)
- Master of Public Policy and Management (MPPM)
- Master of Public Health (MPH)
- Doctor of Philosophy (PhD) in Public Policy
- Doctor of Psychology (PsyD) in School Psychology

The college also offers certificates of graduate study and certificates of advanced study in several areas.

Undergraduate Teacher Education Programs at USM

With an historic dedication to teacher education dating back to 1878, the School of Education & Human Development, in partnership with colleges throughout the university, offers students the opportunity to earn a teaching certificate while still pursuing their specific major and academic goals.
USM undergraduate students pursue their major and then choose the content area for their teaching based on the major. The colleges that offer this teacher education option are Lewiston-Auburn; Management and Human Service; Arts, Humanities and Social Sciences; and Science, Technology and Health. Students identify early on in their major to also pursue a teacher education pathway and take the courses defined by their content area. In addition, students take the education courses needed such as teaching methods and student teaching. At the end of the student's undergraduate career at USM, he or she will have a bachelor's degree, major, and teacher certification in a content area related to their major.

Admission and Academic Policies and Requirements

Admission and academic deadlines, policies, and requirements reside with the programs that are housed within the four schools of the College of Management and Human Service. Please see individual programs listed under each school section for these policies and requirements.

Scholarships and Assistantships

The schools within the College of Management and Human Service offer a limited number of scholarships and/or graduate assistantships to help fund a student’s education. Please seeee the individual schools or programs for more information.

Accreditation

Our programs are characterized by quality and integrity. They meet the highest standards set by professional accreditation bodies. The College of Management and Human Service has specific degree programs that are accredited by the following agencies or bodies:

- Association to Advance Collegiate Schools of Business (AACSB International)
- Commission on Accreditation of Healthcare Management Education (CAHME)
- Council for Accreditation of Counseling and Related Education Programs (CACREP)
- Council on Rehabilitation Education (CORE)
- Council on Social Work Education (CSWE)
- National Association of School Psychologists (NASP)
- Teacher Education Accreditation Council (TEAC)

Professional Licensure and Certification Notice

Professional licensure and certification is regulated by various State of Maine credentialing offices. Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the university will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Tk20 Online Data Management System for Educator Preparation Programs and Pathways

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field experience, and career portfolio management. The subscription fee of approximately $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-

time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: www.usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation website under Tk20 (www.usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, director of student affairs.

Business Overview

Associate Dean: Bert Smoluk, 113 Luther Bonney Hall, Portland Campus

Director for Student Affairs: Alice Cash; Coordinator of Career Services and Internships: Melissa Burns

Professors: Artz, Gramlich, Manny, Violette, Voyer; Associate Professors: Bennett, Chene, Chinn, Grover, Heiser, Kerr, Kohli, Munger, Pryor, Shields, Smoluk, Suleiman, VanderLinden, Williams; Assistant Professors: Chen, Dean, Parker

Mission

The School of Business at the University of Southern Maine prepares and inspires current and future leaders, and stimulates economic growth by providing quality learning opportunities, valuable research, and professional service, all in partnership with the business community.

Program Description

The School of Business is a community of educators and professionals dedicated to the development of the people and economy of Maine. Our foremost responsibility is to encourage students and help them learn. The School of Business master of business administration program is designed for part-time, working professionals. The program also accommodates students who wish to pursue full-time study.

The master of business administration program is designed for students who wish to advance their careers and contribute to their companies. Partnering with the business community, the program emphasizes the skills needed to inform and guide organizational change. Students in the program develop cross-functional business solutions to "real world" problems, and cultivate a broad critical perspective, interpersonal skills, and the analytical tools of management. The program also emphasizes an appreciation of the international and ethical contexts of professional practice. Students are encouraged to apply to the program regardless of their undergraduate academic specialization.

Admission Requirements

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

- the undergraduate grade point average (GPA),
- the rigor of the undergraduate's field of study,
- the reputation of the institution awarding the baccalaureate degree,
- academic performance in any previous graduate coursework taken,
- demonstrated potential for successful completion of the program,
- qualities likely to enhance the educational environment at USM,
- demonstrated leadership,
- the Graduate Management Admission Test (GMAT) score (Note: Candidates with terminal degrees, including the PharmD, normally are not required to take the GMAT. Students who have successfully passed all four parts of the CPA exam are not required to submit the GMAT. Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.)
- three letters of recommendation, and
- a candidate's record of successful business or professional experience.

Although the admissions committee has no affirmative duty to seek this information, it will consider other information about the applicant including:

- professional knowledge of faculty members, administrators, and staff at USM,
- information within the files at USM, and
- publicly available information about the applicant.

To be admitted either fully, conditionally, or as special or transient student, students must have no evidence of past conduct incompatible with the educational environment at USM. This is defined as conduct which, if it occurred at USM, would have a detrimental effect on: (1) the ability of fellow students to learn, (2) the ability of instructors to teach effectively, or (3) the ability of administrators and staff to engage in their normal professional activities. Examples of such conduct include, without limitation: commission of a crime, other than a minor traffic offense; commission of an intentional act resulting in physical or psychological injury or threat thereof; intentional misrepresentation; and violation by the applicant of a code of conduct at any educational institution, employer, military organization, or professional association. An applicant who has

engaged in such conduct may, at the discretion of the admissions committee, be admitted based upon its judgment (e.g., because of the passage of time) that there is little likelihood that the conduct will recur in the future.

In addition to receiving strong recommendations, fully admitted students must have a formula score of 1,100 or higher and absence of evidence of past conduct that is incompatible with the educational environment at USM. (The formula is [GPA x 200] + GMAT. The GPA will be computed twice–overall GPA and GPA of the last sixty credit hours. The higher of the two scores will be used in the calculation.) For the purposes of computing this score, all undergraduate-level coursework, including courses taken after receipt of the bachelor's degree, is counted. Fully admitted students should have a minimum GMAT score of 500. Applicants whose formula score falls below 1,100 or whose GMAT is lower than 500, but who show evidence of exceptional:

- performance in outside activities,
- evidence of creativity and leadership, or
- accomplishment in business, and
- who show absence of evidence of past conduct that is incompatible with the educational environment at USM, may be granted full admission.

Conditional Admission

Applicants whose formula score is between 950 and 1,100 but who show evidence of very good:

- performance in outside activities,
- evidence of creativity and leadership, or
- accomplishment in business and
- who show absence of evidence of past conduct that is incompatible with the educational environment at USM, may be granted conditional admission.

Applicants who would normally be granted full admission but about whom the Admissions Committee has questions regarding some aspect of the applicant's background (e.g., weak recommendations, low grades in key undergraduate courses) may be granted conditional admission. Applicants whose formula score is below 950 but whose GMAT score is 500 or greater and who show evidence of exceptional:

- performance in outside activities,
- evidence of creativity and leadership, or
- accomplishment in business and
- who show absence of evidence of past conduct that is incompatible with the educational environment at USM may be granted conditional admission.

Only a limited number of applicants will be admitted with conditional admission status in any one academic year. Applications received by the recommended admissions deadlines that fall into the conditional acceptance category will be put on a waiting list and will be considered shortly after the admission deadline. Applications received after the recommended admissions deadlines and that fall into the conditional category will be put on a waiting list and considered during the next admission cycle. Applicants admitted conditionally will be required to complete a specified set of courses (either foundation, regular, or both). Successful completion of the conditions will result in full admission to the program. Failure to complete the required conditions will result in dismissal from the program, unless there are extenuating circumstances. Under exceptional circumstances, a conditionally admitted student who fails to meet one or more condition(s) and is dismissed from the M.B.A. program may be invited by the director to reapply for regular admission.

Decisions about which courses conditionally admitted students must take will be made by the Admissions Committee, in consultation with appropriate faculty members. In some circumstances, conditionally admitted students may be counseled to take undergraduate equivalents either in lieu of or in addition to foundation courses.

Transient Students

Students must send a written request to enroll in a course, including the rationale for taking the particular course. Students must:

- submit transcripts from
    - all undergraduate institutions attended and the graduate program in which she or he is enrolled
- have necessary prerequisites for the desired course,
- submit a GMAT score. (This requirement is waived for students in good standing enrolled in programs at AACSB accredited schools. Students whose programs use GRE, LSAT, MCAT, or MAT (Miller Analogies Test) scores may submit those. Note: MAT scores are acceptable only for special students or non-matriculated student purposes, and may never be used as a substitute for the GMAT in the regular admission process.)
- submit a letter of "good standing" from the head of the student's home program (letter should also state the course will count toward the student's degree), and
- submit a signed non-degree release form.

Pursuant to USM policy, special students, like regular students, are expected to provide the program with a score from a standardized test. Students from programs that do not require any standardized test may be allowed to enroll, subject to very close scrutiny by the director. However, this will be done only in exceptional circumstances. Students in this situation may be asked to take the GMAT prior to being allowed to enroll, or may submit valid scores from other standardized tests they may have taken.

The program office will compute a formula score as in the case of regular applicants. Students following these procedures whose formula scores are 950 or higher, who have a "B" average in their home programs, and who show no evidence of past conduct that is incompatible with the educational environment at USM will be allowed by the director to enroll in courses, subject to permission of the instructor.

Non-matriculated Students

All students wishing to enroll in M.B.A. courses on a non-matriculated basis must follow the application process described for full admission, including submission of a GMAT or other standardized test score. However, consistent with that process, people who hold terminal degrees will not have to submit a standardized test score. (Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.) Holders of terminal degrees normally will be allowed to enroll in M.B.A. courses with few restrictions, subject to permission of the instructor and having taken the appropriate prerequisites. Decisions on this type of study may be made by the director, alone or in consultation with the Admissions Committee.

Others seeking to enroll in M.B.A. courses will not normally be allowed to do so. Exceptions may be made if these prospective enrollees provide evidence of exceptional:

- performance in outside activities,
- creativity and leadership, or
- accomplishment in business.

Decisions will be made by vote of the Admissions Committee. All students in this group must sign a non-degree release.

Other USM Graduate Students

Students matriculated in other graduate programs at the University of Southern Maine may enroll in School of Business graduate-level courses on a space-available basis providing that appropriate course prerequisites or other equivalents as approved by the director, have been satisfied. All students in this group must sign a non-degree release. This privilege does not extend to graduate students conditionally admitted to other USM graduate programs.

Application Material

In addition to the materials described in the Admissions chapter, applicants must submit:

- A completed application. In the required essay applicants should, in addition to stating their reasons for wanting an M.B.A., make sure to touch on the following points, as applicable:
    - Performance in outside activities
    - Evidence of creativity and leadership
    - Record of accomplishment in business
- Official scores from the Graduate Management Admission Test (GMAT). (Note: Candidates with terminal degrees, including the PharmD, normally are not required to take the GMAT. Students who have successfully passed all four parts of the CPA exam are not required to submit the GMAT. Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.)
- Three letters of recommendation.
- Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, or 79 on the Internet-based TOEFL (iBT), or an IELTS score of 6.5 or higher for students whose native language is not English.
- A résumé that includes post-baccalaureate, full-time work experience including military experience.

Application materials may be obtained online (http://usm.maine.edu/grad) or from the USM Office of Graduate Admissions. All application materials should be submitted to the USM Office of Graduate Admissions.

Application Deadline

Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission consideration) and December 1 (for spring admission consideration). International applicants and applicants seeking financial assistance should complete applications by March 1. Applicants wishing to be considered for merit scholarships in graduate programs beginning in September are encouraged to submit completed applications by early January.

Additional Information

Accreditation

The School of Business is accredited by the AACSB International–the Association to Advance Collegiate Schools of Business. AACSB International assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting.

Program Policies

In addition to the general policies described in the Academic Policies chapter, specific policies of the M.B.A. program are as follows.

Deferred Admission

An applicant admitted for full-time or part-time study must register for that semester for which he or she has been admitted. In certain circumstances, with a written request received prior to the start of the semester in which the student has been admitted, deferred admission will be granted to regularly admitted applicants upon the approval of the director. In the event that no written request is received, a student is considered to have withdrawn from the program.

Transfer Credit

A student admitted to the M.B.A. program may apply to have graduate credits transferred from other regionally accredited institutions of higher education. Transfer credit is not granted until a student has earned nine graduate credit hours from the University of Southern Maine. A grade of B (3.00) or higher must be received in each course requested for transfer credit. To be accepted, the course also must be judged applicable to a student's program of study. A maximum of nine semester hours of transfer credit may be accepted and applied toward the M.B.A. When possible, students should ascertain whether or not transfer credit will be granted by the School of Business before enrolling in a course at another institution.

Time Limit

In order to be counted toward the M.B.A. core and elective requirements, graduate coursework must be completed within six years of the date a student enrolls in his or her first 600-level course. Graduate courses completed more than six years prior will be reviewed and may or may not be allowed. Courses considered outdated must be repeated or replaced for use toward the M.B.A.

Non-Degree Release

Students enrolling in courses on a non-matriculated basis must sign a release stating that they will not pursue an M.B.A. from USM on the basis of accumulated non-matriculated courses, unless they gain admission through the formal admissions process described earlier.

Grade Policy/Minimum Grade Point Average

All graduate courses numbered MBA 610 or higher must be completed with a minimum grade of C (2.0) in order to carry graduate degree credit. If a student receives a grade below C (2.0) in a required graduate course, the student must repeat the course and has only one opportunity to raise the grade for that course to C (2.0) or higher. A student receiving two grades below C (2.0) will be dismissed from the program.

A student whose grade point average falls below 3.00 will be placed on probation. The student will have 12 semester hours in which to bring the grade point average back to at least a 3.00. Students who fail to do this may be dismissed by the director. Any student may appeal any dismissal decision in writing to the M.B.A. Admissions Committee.

A student who has completed the program of study must have a cumulative grade point average of 3.00 to receive the M.B.A. degree. If a student has completed all requisite courses with a cumulative grade point average below a 3.00, a maximum of six additional credits of 600-level courses may be attempted in order to raise the cumulative grade point average to at least a 3.00.

Readmission

A regularly admitted student who is dismissed from the M.B.A. program may not be readmitted. Under exceptional circumstances, a conditionally admitted student who fails to meet one or more conditions and is dismissed from the M.B.A. program may seek permission to reapply for regular admission.

Special Policies

In order to receive graduate credit toward the M.B.A. degree, a student must be registered in a graduate course as a graduate student. Please refer to the transfer credit policy for possible use of prior graduate credit.

Dual Degree Options

M.P.H. and M.B.A.

The joint degrees program in business administration and public health offers the master's of business administration (M.B.A.) through the USM School of Business, and the master's degree in public health (M.P.H.) through the Muskie School of Public Service. The program allows students

to earn both the M.B.A. and M.P.H. simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Full-time students may thus complete both degrees in three years instead of the four years that would ordinarily be required. Separate admission is required.

J.D. and M.B.A.

The joint degrees program in law and business administration offers the juris doctor degree (J.D.) through the University of Maine School of Law, and the master's degree (M.B.A.) through the USM School of Business. The program allows students to earn both the J.D. and the M.B.A. simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Students may thus complete both degrees in four years instead of the five years that would ordinarily be required. Separate admission is required.

M.S. in Nursing and M.B.A.

The dual master's degree in nursing and business administration at USM is designed for students in the health professions who wish to combine advanced nursing skills with the analytical tools of business. See the College of Nursing and Health Professions section of this catalog for more information on this option.

3-2 Program

The master of business administration (M.B.A.) program allows interested and qualified students to complete a bachelor's degree and an M.B.A. in five to six years depending on the undergraduate major. (Degree requirements for some majors necessitate a longer completion time.) Generally, students in the 3-2 program focus on their bachelor's degree requirements during their first three years, a mix of bachelor's and M.B.A. requirements in the fourth year, and mostly M.B.A. requirements in the fifth and sixth year. Each degree is awarded once the specific degree requirements are successfully met.

Admission Requirements

Students may enroll in the 3-2 program either directly or after the end of their first semester of undergraduate studies. Students entering directly need an SAT combined score of 1,200 or higher. Students currently enrolled in a baccalaureate degree program may enter the 3-2 program by meeting the regular M.B.A. admission criteria of a formula score of 1100 or higher with a minimum GMAT score of 500. (The formula is: undergraduate GPA x 200, plus the GMAT total score.) Students entering the 3-2 program will be required to attain a GPA of 3.0 or higher after 90 credit hours of undergraduate coursework to remain in good standing and be allowed to continue in the program.

Enrollment in M.B.A.-level courses

In either admission path, a 3-2 student may not enroll in M.B.A.-level courses until they have accumulated 90 credit hours of undergraduate coursework.

Internship Programs

Students are encouraged to participate in an internship to experience on-the-job learning. Employment in a professional setting provides opportunities to apply and evaluate classroom learning, develop work-related skills, and explore careers. Credit may be received for paid or non-paid positions with new employers, or for new responsibilities with current employers. Credit is not granted for past work experience. Students are encouraged to contact employers to develop internship positions, or they may learn of positions through the program manager and by contacting the School of Business internship coordinator. In a typical three-credit internship, a student works a minimum of 140 hours on-site and will be advised by a faculty member during the internship process. With the faculty sponsor, the student negotiates a learning contract that contains a job description, the student's learning goals, self-directed learning activities, and the evaluation process. Grading is pass/fail. Refer to MBA 695 for prerequisites and restrictions. For further information, contact the program manager or the School of Business Internship Office at (207) 780-4020.

Centers

Center for Entrepreneurship

In November 1996 the Board of Trustees of the University of Maine System approved the creation of the Center for Entrepreneurship at the University of Southern Maine. Administered by the School of Business within the College of Management and Human Service, the Center develops courses, workshops and research projects that respond to the needs of small businesses throughout Maine and coordinates credit and non-credit programs offered through several USM units. More information can be found on the Center's website at http://usm.maine.edu/cesb or by contacting the Center for Entrepreneurship Office at (207) 780-4563.

Maine Center for Business and Economic Research

Director: Matthew D. Dean

Associate Director: Charles S. Colgan

Senior Research Associates: Aiello, Artz, Bennett, Colgan, Dean, El-Taha, Grover, Hillard, Peng, Sanders, Smoluk, Suleiman, Voyer

The Maine Center for Business and Economic Research (MCBER) was originally formed in 1974 as an EDA University Center, and now serves as a conduit for bringing the expertise and skills of faculty from the School of Business, the Muskie School, and other academic units at USM, to the challenges and opportunities facing the public and private sectors in Maine. As a joint center managed by the Business School and the Muskie School, MCBER is dedicated to helping the state prosper.

Supported by both public and private sources, the Center offers applied research and technical assistance services to Economic Development Districts, profit and nonprofit organizations, and individuals. These services include: business analytics, survey-based research, economic impact analysis, forecasting, data mining, statistical analysis, simulation modeling, strategic planning, feasibility studies, risk management, market research, financial/economic modeling, and other forms of customized business/economic analysis. For additional information, contact the Maine Center for Business and Economic Research, University of Southern Maine, P.O. Box 9300, Portland, ME 04104-9300, (207) 780-4187, http://usm.maine.edu/mcber.

Maine Small Business Development Centers

State Director: Mark Delisle

Associate State Director, Finance: Carol Papciak

Associate State Director, Communications: Maria McIntyre

Maine Small Business Development Centers (Maine SBDC) provide comprehensive business management assistance, training, resource, and information services to Maine's micro, small, and technology-based business communities. Professional certified counselors, who meet rigorous education and business experience standards, provide business assistance at no cost to Maine's existing and prospective business owners.

Maine SBDC is a partnership program of the U.S. Small Business Administration (SBA) in association with the SBA/OSBDC, Maine Department of Economic and Community Development (Maine DECD), the University of Southern Maine, and leading economic and/or community development hosting organizations, with support from other contractors, allies, and stakeholders. Accredited by the Association of Small Business Development Centers (ASBDC) and administered by USM's School of Business for over 30 years, Maine SBDC operates a network of nine service centers and numerous outreach offices located conveniently throughout the state.

Maine SBDC's mission is to engage itself and others in development activities that contribute to the improvement of the economic climate for and the success of micro, small, and technology-based businesses in the state of Maine. Its focus is to assist in the creation, growth, and maintenance of viable small businesses and the jobs these businesses provide. Maine SBDC serves those seeking assistance who are willing and able to build, sustain, and/or expand their business. More information about the Maine SBDC can be found at http://www.mainesbdc.org or by calling (207) 780-4420. Maine SBDC state administrative offices are at 501 Forest Avenue, Portland. Mailing address: P.O. Box 9300, Portland, ME 04104-9300.

MBA in Business Administration

Description

The Master of Business Administration program is designed for students who wish to advance their careers and contribute to their companies. Partnering with the business community, the program emphasizes the skills needed to inform and guide organizational change. Students in the program develop cross-functional business solutions to "real world" problems, and cultivate a broad critical perspective, interpersonal skills, and the analytical tools of management. The program also emphasizes an appreciation of the international and ethical contexts of professional practice. Students are encouraged to apply to the program regardless of their undergraduate academic specialization.

The MBA program is designed for part-time, working professionals; the program also accommodates those students wishing to pursue full-time study. Evening classes and summer course offerings make it possible for students to tailor the program to meet their individual needs.

The MBA program is comprised of 30 credit hours of core courses and 9 credit hours of elective courses. In addition, up to 15 credit hours of foundation courses may be required depending on a student's previous academic background.

We are accredited by AACSB, The Association to Advance Collegiate Schools of Business. AACSB International assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting. AACSB accreditation is the mark of quality distinction most widely sought after by business schools -- less than 5% worldwide have earned the achievement.

Located in an area of robust business activity, the School of Business emphasizes partnership with the business community and non-profit organizations. Examples include internships, projects with local businesses, business executives as guest teachers, and business-sponsored research, all with the objective of exposing our students to the "real world" of business.

Program Requirements

The master of business administration program at the University of Southern Maine is composed of thirty credit hours of core courses and nine credit hours of elective or concentration courses. In addition, up to fifteen credit hours of foundation courses may be required depending on the student's previous academic background.

Orientation

All admitted students are required to participate in the orientation session during the first year of enrollment. The orientation session is held in the fall semester. The session is geared toward developing a sense of community and enhanced communications and trust among the M.B.A. students and faculty. Information on the orientation session will be provided. There is a mandatory fee assessed once for this orientation.

MBA Grade Policy

All graduate courses numbered MBA 610 or higher must be completed with a minimum grade of C (2.0) in order to carry graduate degree credit. If a student receives a grade below C (2.0) in a required graduate course, the student must repeat the course and has only one opportunity to raise the grade for that course to C (2.0) or higher. A student receiving two grades below C (2.0) will be dismissed from the program.

Foundation Courses (0-15 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-nine credits needed for graduation. Admitted students whose educational background is lacking the foundation courses are required to satisfactorily complete each of these courses or their equivalents as stipulated in their letter of admission.

Grades earned in M.B.A.-level foundation courses are included in the student's grade point average. Any foundation courses in which a student earns less than a C grade (2.0) must be repeated.

Faculty strongly recommend that students, who do not have a solid recollection of foundation course content, retake or, at a minimum, review content material independently prior to enrolling in core courses. Students may consult the School of Business web site or faculty for information on course content.

A minimum grade of C (2.0) from a regionally accredited institution of higher education or successful completion of an equivalent CLEP exam or departmental exam (if available) is needed to meet a foundation course requirement. Coursework from non-accredited institutions will be evaluated on an individual basis. After admission students needing foundation courses are expected to enroll in the graduate courses to meet the requirement. In extenuating circumstances a student may petition the director for permission to enroll in undergraduate equivalent courses to meet M.B.A.-level foundation course requirements. Any undergraduate courses taken will not be included in the computation of the student's graduate grade point average.

Courses	Credits
EDU 671 Organizational Behavior or BUS 3403 ManagingOrganizational Behavior	3
MBA 501 Economic Analysis: An intensive survey ofmicro and macroeconomic theory	3
MBA 502 Financial Accounting	3
MBA 504 Probability and Statistics for BusinessDecision Making	3
MBA 505 Financial Management	3

Computer application skills

All students are expected to have basic computer skills in word processing and spreadsheet usage, either through prior experience or education. Students lacking in computer application skills are responsible for seeking coursework that will fulfill these expectations.

Core Courses (30 credits)	Credits

Alpha Course 3
MBA 611 Introduction to Organizational Change

Accounting 3
ACC 630 Management Accounting Systems

Ethical and Legal Issues 3
MBA 615 Ethical and Legal Issues in Business

Finance (choose one) 3
MBA 623 Derivatives
MBA 625 International Finance (may not double count inInternational)
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 629 Financial Modeling

Information Systems 3
MBA 674 Topics in Information Systems Management

International (choose one) 3
MBA 612 Topics in International Business
MBA 625 International Finance (may not double count inFinance)

Marketing 3
MBA 660 Managerial Marketing

Management Science 3
MBA 670 Management Science

Operations Analysis (choose one) 3
MBA 672 Supply Chain Management
MBA 675 Production/Operations Management

Capstone 3
MBA 698 Practicum

Electives (9 credits; choose three) 9

Courses used to fulfill core requirements above may not beused to fulfill elective choices. Students may elect a concentration in oneof four areas: accounting, finance, health management and policy, orsustainability. Please refer to the concentration areas below for specificcourse requirements. Student preferring not to concentrate may selectelective courses from the following list.

ACC 631 Current Issues in Accounting
ACC 633 Tax Policy and Administration
ACC 634 Advanced Business Taxation
ACC 635 Advanced Individual Taxation
ACC 641 Advanced Financial Accounting Topics
MBA 612 International Business
MBA 623 Derivatives
MBA 625 International Finance
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 629 Financial Modeling
MBA 642 Leadership
MBA 643 Creative Problem Solving
MBA 644 Strategic Management of Technology andInnovation
MBA 646 Negotiation and Conflict Management
MBA 647 Organizational Strategy
MBA 649 Special Topics in Management: Introduction toSystem Dynamics
MBA 657 Triple Bottom-Line Marketing
MBA 665 Consumer Behavior
MBA 669 Multivariate Methods for Marketing

MBA 672 Supply Chain Management
MBA 675 Production Operations Management
MBA 677 Information Visualization
MBA 691 Independent Study
MBA 695 Internship

Accounting Concentration

The scope of services performed by accountants is continually broadening as business activities become more complex. The USM MBA with an accounting concentration provides a means to obtain an expanded foundation of core business concepts with a self-selected deepening of accounting knowledge.

The accounting concentration is intended for students who have completed an undergraduate degree in accounting or equivalent accounting coursework, such as in our Certificate of Study in Accounting program. (See undergraduate catalog for details.)

To be admitted to the accounting concentration, a student must successfully complete the following University of Southern Maine undergraduate accounting courses or their equivalent, including any prerequisite courses:
ACC 301 Financial Reporting I
ACC 302 Financial Reporting II
ACC 329 Accounting Information Systems
ACC 410 Auditing and Assurance
ACC 413 Concepts and Strategies of Taxation

In order to fulfill the Accounting Concentration and develop a deeper knowledge in accounting, in lieu of general electives, a student will choose three accounting coursers from the list which follows:
ACC 631 Current Issues in Accounting
ACC 633 Tax Policy and Administration
ACC 634 Advanced Business Taxation
ACC 635 Advanced Individual Taxation
ACC 641 Advanced Financial Accounting Topics
ACC 695 Internship in Accounting
ACC 699 Special Topics in Accounting

Finance Concentration

The finance concentration offers advanced financial training to professionals who want to specialize in the field of finance. Students choose concentration courses from the areas of financial modeling, investments, international finance, valuation or current issues. The finance concentration focuses on the application of financial tools to real world problems, technical competence in the various functions of finance, and professional responsibility and ethics.

All MBA students are required to take at least one 600-level MBA finance course. Students are able to earn a concentration in finance by taking three additional 600-level MBA finance courses.
MBA 623 Derivatives
MBA 625 International Finance
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 629 Financial Modeling
MBA 699 Special Topics in Finance
*MBA 691 Independent Study in Finance
*MBA 695 Internship in Finance
*Students may select either MBA 691 or 695, but not both.

Health Management and Policy Concentration

Health management is a growing field in Maine and elsewhere. The concentration in Health Management and Policy provides MBA students with a broad understanding of the American health care system, the public and private financing structures attendant to the massive investment in this sector, the policy and social context of health and healthcare, and the challenges and opportunities awaiting those working in or preparing for careers in the health field. Please see course descriptions in the Muskie School of Public Service section of this catalog.

Required courses:
MPH 525 American Health Care System
MPH 670 Quality Improvement

Electives (choose one):
MPH 565 Social and Behavioral Foundations of Public Health
MPH 635 Health Law & Ethics
MPH 660 Public Health Policy
MPH 675 Health Information Management

Sustainability Concentration

Sustainability in business acknowledges the value of managing financial, environmental, and social performance to achieve resiliency and provide long term returns to investors. Students select from a variety of courses offered within the School of Business and through course offerings at the Muskie School of Public Service (Community Planning and Development), the University of the Maine School of Law and the University of Maine Business School.

Students select nine credits (3 courses):
CPD 602 - Sustainable Communities (USM Muskie)
CPD 665 - Transportation Planning (USM Muskie)
CPD 668 - Local Environment Planning (USM Muskie)
CPD 674 - Social Equity & Sustainability (USM Muskie)
LAW 637 - Environmental Law (UMaine Law: requires special permission)
MBA 657 - Triple-Bottom-Line Marketing (USM)
MBA 699 - Sustainability Reporting & Analysis (USM)
BUA 527 - Business & Sustainability (UMO: requires special permission)

Admission Information

MBA ADMISSION REQUIREMENTS

OPTIONAL CONCENTRATIONS
Four optional MBA concentrations are available –
Accounting, Finance, Health Management & Policy, and Sustainability. The nine credit concentration courses replace the MBA electives in the 39 credit hour program. Please see the online catalog for individual course descriptions.

DUAL DEGREES
We offer three dual degrees; MBA/MS Nursing, MBA/JD, and MBA-MPH. Click the link above for more information on our dual degree programs.

Read Additional Information:

MBA Admission FAQ's
MBA Degree Requirements (and optional concentration information)
MBA Foundation Courses and Equivalencies
MBA Course Sequence
MBA 2012-2016 Tentative Course Schedule

MBA Program Forms:
Graduate Assistant Application
Independent Study
Non-Degree Release
Policies for Special Students
Policies for Special Students from Other USM Graduate Programs
Policies for Transient Students from Other MBA Programs

MBA in Business Administration, Accounting Concentration

Description

The scope of services performed by accountants is continually broadening as business activities become more complex. The USM MBA with an

accounting concentration provides a means to obtain an expanded foundation of core business concepts with a self-selected deepening of accounting knowledge.

The accounting concentration is intended for students who have completed an undergraduate degree in accounting or equivalent accounting coursework, such as in our Certificate of Study in Accounting program. (See undergraduate catalog for details.)

Program Requirements

In addition to the requirements listed in the MBA, the following requirements apply to the Accounting Concentration:

To be admitted to the accounting concentration, a student must successfully complete the following University of Southern Maine undergraduate accounting courses or their equivalent, including any prerequisite courses:

ACC 301 Financial Reporting I
ACC 302 Financial Reporting II
ACC 329 Accounting Information Systems
ACC 410 Auditing and Assurance
ACC 413 Concepts and Strategies of Taxation

In order to fulfill the Accounting Concentration and develop a deeper knowledge in accounting, in lieu of general electives, a student will choose three accounting coursers from the list which follows:

ACC 631 Current Issues in Accounting
ACC 633 Tax Policy and Administration
ACC 634 Advanced Business Taxation
ACC 635 Advanced Individual Taxation
ACC 641 Advanced Financial Accounting Topics
ACC 695 Internship in Accounting
ACC 699 Special Topics in Accounting

Admission Information

See full MBA listing

MBA in Business Administration, Finance Concentration

Description

The finance concentration offers advanced financial training to professionals who want to specialize in the field of finance. Students choose concentration courses from the areas of financial modeling, investments, international finance, valuation or current issues. The finance concentration focuses on the application of financial tools to real world problems, technical competence in the various functions of finance, and professional responsibility and ethics.

Program Requirements

In addition to the requirements listed in the MBA, the following requirements apply to the Finance Concentration:

All MBA students are required to take at least one 600-level MBA finance course. Students are able to earn a concentration in finance by taking three additional 600-level MBA finance courses.

MBA 623 Derivatives
MBA 625 International Finance
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 629 Financial Modeling
MBA 699 Special Topics in Finance
*MBA 691 Independent Study in Finance
*MBA 695 Internship in Finance

*Students may select either MBA 691 or 695, but not both.

Admission Information

See full MBA listing

MBA in Business Administration, Health Management & Policy Concentration

Description

Health management is a growing field in Maine and elsewhere. The concentration in Health Management and Policy provides MBA students with a broad understanding of the American health care system, the public and private financing structures attendant to the massive investment in this sector, the policy and social context of health and healthcare, and the challenges and opportunities awaiting those working in or preparing for careers in the health field.

Program Requirements

In addition to the requirements listed in the MBA, the following requirements apply to the Health Management & Policy Concentration:

Please see course descriptions in the Muskie School of Public Service section of this catalog.

Required courses:
- MPH 525 American Health Care System
- MPH 670 Quality Improvement

Electives (choose one):
- MPH 565 Social and Behavioral Foundations of Public Health
- MPH 635 Health Law & Ethics
- MPH 660 Public Health Policy

Admission Information

See full MBA listing

MBA in Business Administration, Sustainability Concentration

Description

Sustainability in business acknowledges the value of managing financial, environmental, and social performance to achieve resiliency and provide long term returns to investors. Students select from a variety of courses offered within the School of Business and through course offerings at the Muskie School of Public Service (Community Planning and Development), the University of the Maine School of Law and the University of Maine Business School.

Program Requirements

In addition to the requirements listed in the MBA, the following requirements apply to the Sustainability Concentration:

Students select nine credits (3 courses):
- CPD 602 - Sustainable Communities (USM Muskie)
- CPD 665 - Transportation Planning (USM Muskie)
- CPD 668 - Local Environment Planning (USM Muskie)
- CPD 674 - Social Equity & Sustainability (USM Muskie)
- LAW 637 - Environmental Law (UMaine Law: requires special permission)
- MBA 657 - Triple-Bottom-Line Marketing (USM)

MBA 699 - Sustainability Reporting & Analysis (USM)
BUA 527 - Business & Sustainability (UMO: requires special permission)

Admission Information

See full MBA listing

Course Descriptions

School of Business Undergraduate Course List
School of Business Graduate Course List

2013-2014 Undergraduate Course List

University Course Catalogs

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 211 Managerial Accounting Information for Decision Making
This course will provide students with the opportunity to learn basic concepts and accounting systems involved in the use of managerial accounting information in making planning and control decisions in organizations. Basic concepts include different types of costs (e.g., direct, indirect, fixed, variable, and relevant costs). Basic accounting systems include systems for cost allocation (e.g., job-order costing, activity-based costing), planning (e.g., cost-volume-profit analysis, master budget), and control (e.g., flexible budgets, variance analysis, responsibility accounting, performance measurement). Prerequisites: ACC 110 (C- or higher) and sophomore standing. 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 (C- or higher), ACC 211 (C- or higher), 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.

ACC 329 Accounting Information Systems
This course explores the theory and tools needed to select, use, set up internal controls for, and obtain information from accounting systems. The basic debits and credits of double-entry accounting are reviewed using a manual practice set that includes preparing typical business documents. The business activities performed in the expenditure, production, and revenue cycles are covered together with the documents, internal controls, and reporting needs relevant to each cycle. Significant emphasis is placed on the effects of error on financial reports, the controls needed to prevent and detect errors in accounting systems, and the correction of system errors. The use of small business accounting software is introduced. Students use accounting software to set up accounts, process transactions, and produce managerial and standard financial accounting reports. Prerequisites: ACC 211 (C- or higher), ACC 301(or concurrent), and junior standing. Spring only. Cr 3.

ACC 395 Internship I
The first internship course in accounting is described in the general School of Business catalog text. Prerequisites: junior standing, 2.5 GPA or

higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to accounting majors or minors who have not completed degree requirements. Pass/fail. Cr 3.

ACC 396 Internship II
This is the second internship course in accounting. Prerequisites: 2.5 GPA or higher, and permission of a School of Business advisor and instructor. May petition Department to take concurrently with ACC 395. Enrollment is normally limited to accounting majors who have not completed degree requirements. Credits from this course count as general electives only. Pass/fail. Cr 3.

ACC 405 Cost Management Systems
This course is designed to explore how cost management systems can be used to support competitive strategy in global markets. This is accomplished by providing an understanding of the underlying and fundamental concepts in cost accounting. Group activities and writing are an integral part of this course. Prerequisites: ACC 211 (C- or higher) and junior standing. Spring only. Cr 3.

ACC 410 Auditing and Assurance
This course examines the public accounting profession, auditing standards, and professional ethics. The course explores the process by which an auditor forms an opinion as to the "fairness of presentation" of financial statements, giving an overview of audit evidence and audit evidence accumulation methodology. The course exposes students both to the demand for and supply of the profession's flagship service, financial statement audits, and to the nature of the value-added assurance and attestation services decision makers demand in the information age. The course illustrates with real companies, links class discussion and assignments to student skills, and encourages unstructured problem solving. This course provides an opportunity for students to study auditing concepts and theory at an advanced level by examining a number of issues, with extensive reading from the auditing research literature, in addition to the textbook material. Prerequisites: ACC 302 (or concurrent), ACC 329, and senior standing. Fall only. Cr 3.

ACC 413 Concepts and Strategies of Taxation
This course provides a conceptual understanding of the federal tax system, and its impact on individuals, corporations, and partnerships. The primary emphasis is on fundamental income tax concepts and principles, with an overview of other taxes. Detailed technical coverage and return preparation are minimized. The economic, political, social, and judicial reasoning underlying tax provisions are explored. Tax issues and changes under current consideration at the national, state, local and international levels are discussed. Basic research skills and methodology are introduced. Prerequisites: ACC 110 (C- or higher) and junior standing. Fall only. Cr 3.

ACC 416 Governmental and Nonprofit Accounting
An analysis of the environment and characteristics of government and nonprofit organizations, with an in-depth study of the basic concepts and standards of financial reporting for such entities. Financial management and accountability considerations specific to government and nonprofit organizations are emphasized. Prerequisites: ACC 301 and junior standing. Fall only Cr 3.

ACC 418 Principles of Fraud Examination
This course examines the subject of fraud from both management and accounting perspectives. Utilizing a variety of techniques including text, lecture, case studies, guest speakers, and occasional videos, the course seeks to familiarize students with the conditions that facilitate fraud; the profile of the fraud perpetrator; common types of fraud; and methods of prevention, detection, and resolution. Numerous historical cases of fraud are examined. Students are brought to appreciate the prevalence of fraud in current society as well as the almost innumerable ways in which it can be committed. Students entering the business world are provided a perspective for understanding. Prerequisites: ACC 110 (C- or higher) and junior standing. Limited offerings. Cr 3.

ACC 490 Independent Study in Accounting
Selected topics in the various areas of accounting, auditing, and income taxes may be studied and researched on an independent basis. Enrollment is normally limited to accounting and finance degree candidates. Prerequisites: permission of instructor and program chair and senior standing. Cr 1-3.

ACC 499 Special Topics in Accounting
Prerequisites vary by topic. Cr 1-3.

BUS 101 Getting Down to Business
This course is an integrated, comprehensive overview of the way a business operates and what it takes to manage one. It introduces students to the basic, interdisciplinary knowledge used to run a business—such as finance, marketing, and management—by giving students an extended opportunity to manage a business in a simulated business environment. Students also get experience with, and enhance their ability to work in, self-managed teams. The course is strongly recommended as a first business course for all first-year students who are, or are considering, a major or minor in the School of Business. The course is designed to, in part, acclimate the recent high school graduate to USM. It is open to all University students, except those with more than 23 credits or credit for an introductory business course such as BUS 200. 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 9 credits in business, finance, and accounting. Business and accounting majors may not enroll without the approval of their academic advisor. Those with credit for BUS 101 may not enroll. Prerequisites: Fewer than nine credits in BUS, FIN and ACC. Limited offerings. 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 decisions. This course is open to all USM students. When taken by business or accounting majors, this course will give general elective credit. Limited offerings. Cr 3.

BUS 203 Career Planning and Development
Students in this course identify and develop career goals and plans while improving their writing skills. Students engage in activities relating to personal and professional interest profiling, interest and employment inventories, interview preparation, resume construction, job searches, and business writing. Prerequisites: sophomore standing and ENG 100/101C or equivalent course. Limited offerings. 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, targeting, and positioning, 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: ABU 190 (C or higher grade, or test-out option), MAT 108 (C- or higher grade), and MAT 210 (C- or higher grade) or other approved statistics course (see http://usm.maine.edu/sb/stats 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). 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 (C- or higher) and junior standing. Fall only. Cr 3.

BUS 313 Sport Facility Management
An investigation of the functions of sport managers in the design, operation, and financing of facilities and venues. Students will examine the issues pertaining to management of public and private arenas, stadiums, theatres, galleries, festivals, racetracks, and multipurpose facilities. Management of temporary facilities for special events will also be considered. Prerequisite: BUS 311 or BUS 315. Limited offerings. Cr 3.

BUS 314 Sport Communication
This course is designed to introduce the student to the role of effective communication in the sport, art, and entertainment industry settings. The nature and function of communication will be examined in a variety of settings. Emphasis will be placed on interpersonal communications, public relations, mass media relations, public speaking, and innovative technology. Prerequisite: BUS 311. Limited offerings. 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. Spring only. Cr 3.

BUS 316 Sport Event Management
This course is designed to provide practical involvement in managing a sport event. Students will be assigned to committees for which they will

plan, organize, publicize and manage all aspects of event operations during the semester. A required component of the course will include a commitment to work with the actual event. Prerequisite: BUS 311 and junior standing. Limited offerings. Cr 3.

BUS 317 Sport Sponsorship and Sales
Overview of all elements of sport sponsorships, including rationale, benefits, proposal development. Sales management strategies will focus specifically on the unique aspects of sport sponsorship environment. Students will create marketing surveys, develop sponsorship proposals, identify and contact potential sponsors, conduct negotiation and sales, learn activation techniques, and evaluate sponsor packages. Prerequisite: BUS 311 or BUS 315. Limited offerings. Cr 3.

BUS 318 Athletics Administration
This course is designed to introduce the student to the management issues faced by administrators within collegiate and high school athletics departments. Students will develop an understanding of issues such as governance, financial considerations, National Collegiate Athletic Association (NCAA) and conference compliance, gender equity and Title IX, conference membership issues and realignment, legislation, and reform. Prerequisite: BUS 311 or BUS 315. Limited offerings. Cr 3.

BUS 321 Independent Projects in Marketing
This course is designed to give marketing students an opportunity to conduct independent research and projects with a faculty mentor. Students will meet regularly with their mentor during the semester to discuss their independent studies progress. At the end of the semester, students submit a written report and present their findings to their faculty mentor and the business client (if applicable). Prerequisites: BUS 260 (C- or higher), junior standing, and instructor permission. Cr. 1-4.

BUS 335 International Business
Introduction to the global economy and the political and cultural environments of international business. Topics include financial, marketing, and human resource issues in international business. Prerequisites: ECO 101, ECO 102, and junior standing. Spring only. Cr 3.

BUS 336 Approved International Experience
An educational activity while outside the U.S. that contributes to the student's understanding of international business and which has been approved by one of the international business faculty members. (See International Business Track for more information.) Prerequisite: junior standing. Cr. 3.

BUS 337 Approved International Business Experience
An educational activity while outside the U.S. that directly contributes to the student's understanding of international business and has been preapproved by one of the international business faculty members. Normally limited to an upper-level course in a business discipline, including economics and/or law. (See International Business Track for more information.) Prerequisite: 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 342 Leadership
The purpose of this course is to help students be more effective exercising leadership. To do this, the course will first teach the distinction among leadership, authority, and management, and also among different leadership situations. The course will then provide experiential exercises and exposure to tools and techniques appropriate to the various challenges. Prerequisites: BUS 340 (C or higher) and junior standing. Limited offerings. 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. Prerequisite: Sophomore standing. Cr 3.

BUS 346 Human Resource Management
Analysis of professional practice issues in personnel and human resource management. Students will form in-class enterprises to explore topics including: human resource planning, recruitment, staffing, performance appraisal, compensation and reward system design, training and development, employee rights and safety, labor-management relations, and legal and international dimensions of human resource management. Prerequisite: junior standing. Limited offerings. Cr 3.

BUS 347 Triple-Bottom-Line Business
How can firms pursue profits without harming the planet or the 'way life should be'? This course explores sustainable business strategies and practices that can be used to manage the triple bottom line of financial, environmental, and social performance. Ethical action is a recurring theme. Students with credit for BUS 357 may not enroll. Prerequisites: junior standing, BUS 260 (C- or higher), BUS 280 (C- or higher),or instructor permission. Fall only. 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 359 Customer Relationship Management
Customer relationship management (CRM) is a key strategic process for marketing. This course will examine the importance of customer value and introduce traditional CRM and contemporary social CRM approaches. Students will develop skills to maximize profits and optimize the selection, acquisition, and retention of desired customers. Prerequisites: BUS 260 (C- or higher), BUS 275 (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. Prerequisites: BUS 260 (C- or higher) and sophomore standing. Cr. 3.

BUS 361 International Marketing
This course addresses the critical marketing skills required for business survival in today's world economy. Students learn to apply global marketing and financial management concepts and techniques during a semester-long, simulated global market program. Students analyze and manage international product lines and adapt to cultural differences while working in a computer simulated global marketplace. Prerequisites: BUS 260 (C- or higher) and junior standing. Fall only. Cr 3.

BUS 362 Market Opportunity Analysis
In this course, student teams work with a local business to develop 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 (C- or higher) and junior standing. Students are encouraged to take BUS 365 and BUS 369 before BUS 362. Cr 3.

BUS 363 Branding and Advertising
This course develops the necessary knowledge and skills to create a clear and compelling portrayal of the brand offering, whether it involves small businesses, entrepreneurial ventures, corporations or not-for-profit organizations. It uses a mix of different marketing communication methods in order to create a sustainable competitive advantage in the marketplace. Prerequisites: BUS 260 (C- or higher) and junior standing. Limited offerings. 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 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 366 Retail Management
Students examine the use of merchandise and service to satisfy the needs of targeted consumers in a competitive retail environment. Topics include marketing strategy, merchandising, location, store management, non-store retailing, pricing and financial analysis, organizational structure and human resources, and information systems. Prerequisites: ACC 110 (C- or higher), BUS 260 (C- or higher) or instructor permission, and junior standing. Limited offerings. Cr 3.

BUS 367 Marketing Management
Students gain experience making marketing decisions as members of teams. The emphasis is on applying a management perspective to marketing decision making. Students must integrate knowledge from other functional disciplines into a strategic marketing planning framework. Prerequisites: BUS 260 (C- or higher), any 300-level marketing course, and junior standing. Spring only. Cr 3.

BUS 369 Marketing Research
Students learn the process of marketing research as they work on a semester-long project with community businesses and organizations. Students learn how to produce a secondary data report, how to design and conduct a qualitative research study, and how to design and analyze the results of an online survey. Students will also acquire key secondary data research techniques, one-on-one interview skills, questionnaire design principles, and data analysis skills. The course has a significant PC lab component to encourage hands-on learning. Prerequisites: MAT 210 (C- or higher) or other approved statistics course (see http://usm.maine.edu/sb/stats for approved courses)(or concurrent), BUS 260 (C- or higher), and junior standing. Spring only. 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 (C- or higher) or MAT 212, and junior standing. Students with credit for BUS 270 or BUS 371 may not enroll. Cr 3.

BUS 375 Production/Operations Management
An examination of the role of operations within manufacturing and service organizations. Emphasis is placed upon recognizing operational opportunities and tradeoffs, and employing quantitative and qualitative tools and decision-support systems to assist strategic and operational decision making. Topics include: process design, quality management, capacity planning, supply chain management, and production planning. Prerequisites: ABU 190 (C or higher) or test-out option, BUS 275 (C- or higher) or MAT 212, BUS 370 (C or higher), 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 to 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: BUS 275 (B- or higher) or other approved course (see: usm.maine.edu/sb/vis.html for approved courses) and junior standing. Spring only. Cr 3.

BUS 378 Sport Management Practicum
This course provides students with the opportunity to apply learned sport management skills, theories, and ideas in a sport industry setting. The course will allow a student to bridge the gap between classroom learning and practical application. This course is optional. The practicum will be a minimum of 200 hours and may be completed full or part-time. This course is open to students in the Sport Management General Track Major only who have not completed degree requirements. Prerequisites: BUS 311, junior standing and permission of a School of Business advisor and instructor..May not be taken pass/fail. Cr. 3

BUS 380 Advanced Legal Issues in Business
This course will cover negotiable instruments, contract law, trusts and estates, property law, and other legal topics. This course is intended to provide detailed study of many important legal issues facing businesses. Prerequisite: BUS 280 (C- or higher), junior standing, or permission of the instructor. Limited offerings. Cr 3.

BUS 382 International Business Law
An examination of legal issues affecting international business transactions. Topics include contracts, sale of goods, letters of credit, regulation of imports and exports, business competition law, protection of intellectual property rights, and ethical issues. Prerequisites: BUS 280 (C- or higher) or equivalent, and junior standing. Spring only. 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 (C- or higher), ACC 211 (C- or higher) or permission, BUS 362 or BUS 369 (or permission), and junior standing. Fall only. Cr 3.

BUS 391 Internship in Sustainable Business
See BUS 395 description for requirements. Cr 3.

BUS 392 Internship in Marketing
See BUS 395 description for requirements. Cr 3.

BUS 393 Internship in Sport Management
(Limited to students in General Management Major, Sport Management Track – 2007 and 2008 catalogs only.) See BUS 395 description for requirements. Cr. 3.

BUS 394 Internship in International Business
See BUS 395 description for requirements. Cr 3.

BUS 395 Internship I
This is the first internship course in business administration. Prerequisites: junior standing, 2.33 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is limited to School of Business majors and minors who have not completed degree requirements. Majors are limited to a maximum of six internship credits toward the degree; minors are limited to a maximum of three internship credit hours. Cr 3.

BUS 396 Internship II

This is the second internship course in business administration. Prerequisites: BUS 395, 2.33 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is limited to baccalaureate School of Business majors who have not completed degree requirements. Majors are limited to a maximum of six internship credits toward the degree. Credits from this course count as general electives only. Cr 3.

BUS 397 Internship in Sport Management/Advance Field Experience
The internship requirement is considered to be one of the most critical components of the Sport Management Program. Students will undertake a 12-15 week, full-time (40 hours per week) supervised internship. This opportunity is expected to enhance the student's academic experiences via a required industry analysis paper, a research project, weekly logs and a portfolio, as well as provide additional work experience and networking opportunities. Internship experiences may take place in any of the varied sport industry settings. Students may obtain internships in any region of the country and in some cases may receive financial compensation.
Prerequisite: junior standing, BUS 311, 2.33 GPA or higher and permission of a School of Business advisor and instructor. Enrollment is normally limited to sport management (internship track) majors who have not completed degree requirements. May not be taken Pass/Fail. Cr 6.

BUS 398 Marketing Practicum
Working in self-directed teams, students carry out a marketing project to meet the goals of a partner in the business community. As part of the course, students are to generate publicity for the school and formally present the results of the project to their external partners. The course emphasizes problem-based learning and the development of professional skills. If more than 3 credits are earned, the extra credits count as general electives. Students are encouraged to take BUS 365 and BUS 369 before this course. Prerequisites: BUS 260 (C- or higher), any 300-level marketing course, GPA of 2.5 or higher, junior standing, or instructor permission. Limited offerings. Cr 3.

BUS 399 Special Topics in Business
Prerequisites vary. Limited offerings. Cr 1-3.

BUS 415 Sport Management Seminar
This capstone sport management course is designed to integrate the academic work studied throughout the curriculum. Critique of governance issues and policy development in a range of sport organizations will be considered. Students will participate in decision making and strategic planning cases. Emphasis will focus on the strategic, profit-oriented, and ethical decision making that is necessary for upper level sport managers to be successful. Students will conduct in-depth analysis of a specific area of the field. Prerequisite: BUS 311, BUS 312, BUS 315. Spring only. 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 students with opportunities to learn and to apply strategic management theories and concepts. These include competitive analysis, value-chain analysis, generic business strategies, corporate strategy, and global strategy. 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 later must fulfill the University Core Requirement of "Ethical Inquiry, Social Responsibility and Citizenship" prior to enrollment. Cr 3.

BUS 485 Managing the Growing Entrepreneurial Venture
An interdisciplinary course emphasizing the application of entrepreneurial management concepts and strategies to the growth-oriented small business beyond the start-up stage to eventual maturity and harvest. Topics include venture opportunity analysis, stages of small business growth, making the transition from entrepreneur to entrepreneurial manager, formulating and implementing growth strategies, building an effective organization, marshaling organizational and financial resources for growth, managing under adversity, and managing rapid growth. Prerequisites: BUS 260 (C- or higher), BUS 340 (C or higher), FIN 320 (C or higher), and senior standing. Spring only. Cr 3.

BUS 490 Independent Study
Selected topics in business administration may be studied and researched on an independent basis. Enrollment is normally limited to business administration degree candidates. Prerequisites: junior standing and permission of instructor and Department chair. Cr 1-6.

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 110 (C- or higher), ECO 101 or ECO 102, MAT 210 (C- or higher) or other approved statistics course (see http://usm.maine.edu/sb/stats for approved courses), 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 (C or higher) and junior standing. Cr 3.

FIN 323 Derivatives: Options, Futures, and Swaps
This course explores the markets and valuations techniques for futures, options, and swaps contracts. Hedging and speculating techniques using derivatives are stressed. Financial engineering techniques are developed using derivatives which can adjust the risk and return offered by traditional assets. Topics include: Forward contracts, stock futures, interest rate futures, stock index futures, stock options, interest rate options, and swaps. Prerequisites: FIN 320 (C or higher) and junior standing. Spring only. 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 (C or higher) and junior standing. Fall only. Cr 3.

FIN 327 Investment Management
Introduction to the securities markets, investment media, and strategies for managing individual and institutional investment portfolios. Special attention is directed to the risk and rate-of-return aspects of corporate stocks and bonds, government bonds, options, futures, and mutual funds. Prerequisites: FIN 320 (C or higher) and junior standing. Spring only. Cr 3.

FIN 330 International Financial Management
This course focuses upon financial management of the multinational corporation with assets domiciled abroad. The financial dimensions of multinationals require extensive knowledge of how to manage foreign exchange-denominated assets and liabilities and how to borrow money and issue stock in foreign countries. Thus, a basic overview of foreign exchange theory, balance of payments adjustment mechanisms, and international trade theory is provided. Other topics include: international import and export financing, international working capital management, multinational capital budgeting, and international cost of capital. Prerequisites: FIN 320 (C or higher) and junior standing. Fall only. Cr 3.

FIN 395 Internship I
The first internship course in finance is described in the general School of Business catalog text. Prerequisites: junior standing, 2.5 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to finance majors who have not completed degree requirements. Majors are limited to a maximum of six internship credits toward the degree. Pass/fail. Cr 3.

FIN 396 Internship II
This is the second internship course in finance. Prerequisites: 2.5 GPA or higher, and permission of a School of Business advisor and instructor. May petition Department to take concurrently with FIN 395. Enrollment is normally limited to accounting and finance majors who have not completed degree requirements. Majors are limited to a maximum of six internship credits toward the degree. Credits from this course count as general electives only. Pass/fail. Cr 3.

FIN 490 Independent Study in Finance
Selected topics in the various areas of finance may be studied and researched on an independent basis. Enrollment is normally limited to accounting and finance degree candidates. Prerequisites: permission of instructor and program chair and senior standing. Cr 1-3.

FIN 399 Special Topics in Finance
Prerequisites vary by topic. Cr 1-3.

FIN 499 Special Topics in Finance
Prerequisites vary by topic. Cr 1-3.

RMI 320 Introduction to Risk Management and 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 330 Health, Life, and Disability Insurance
This course covers health, life, and disability insurances from the perspective of insurance providers, employers, and consumers. Individual and group health insurance product management and the relationship between product characteristics and insurance company investments, financing, and marketing decisions are discussed. Managed care techniques, benefit package design, and cost sharing mechanisms are assessed in the context of resolving incentive conflicts and meeting cost-containment objectives. The basic principles underlying life insurance are covered as well as the various types and policy provisions for life insurance. Short-term and long-term disability insurance, definitions of disability, and various policy provisions for individual and employer provided group disability insurance are discussed. Evaluation of insurance company financial strength and the impact of regulation on company management and behavior are considered. Prerequisite: RMI 320. Spring only. 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 320. Fall only. Cr 3.

RMI 395 Internship I
The first internship course in risk management and insurance is described in the general School of Business catalog text. Prerequisites: junior standing, 2.33 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to general management majors in the risk management and insurance track who have not completed degree requirements. Majors are limited to a maximum of six internship credits toward the degree. Pass/fail. Cr 3.

RMI 396 Internship II
This is the second internship course in risk management and insurance. Prerequisites: 2.33 GPA or higher, and permission of a School of Business advisor and instructor. May petition Department to take concurrently with RMI 395. Enrollment is normally limited to general management majors in the risk management and insurance track who have not completed degree requirements. Majors are limited to a maximum of six internship credits toward the degree. Credits from this course count as general electives only. Pass/fail. Cr 3.

2012-2013 Graduate Course List

University Course Catalogs

ACC 630 Management Accounting Systems
This course examines how management accounting systems can be used to establish and maintain competitive advantages in an increasingly competitive global economy. Emphasis is on designing management accounting systems which: (1) support both the operational and strategic goals of the organization, (2) provide feedback to senior management about organizational units' performance, and (3) serve as the linkage between the strategy of the organization and the execution of that strategy in individual operating units. A blend of contemporary theory with practical applications and actual company experiences will be utilized to accomplish the course objectives. Prerequisites: MBA 501, MBA 502. Cr 3.

ACC 631 Current Issues in Accounting
This course examines current issues and developments in the accounting profession. Coverage includes discussion of issues in auditing and assurance, financial accounting, taxation, and other relevant areas. Prerequisite: ACC 410 and ACC 413. Cr.3.

ACC 633 Tax Policy and Administration
This course examines tax policy, including such topics as how taxes affect the economy, guidelines for evaluating tax systems, and proposals to replace or reform tax systems. Tax administration process and professional tax practice will also be discussed. Course emphasis will be on federal taxes, with some exposure to state taxes. Prerequisite: MBA 501 or equivalent. Cr 3.

ACC 634 Advanced Business Taxation
This course begins with concepts of Federal tax research methodology including communication of research results. The second section of the course considers corporate tax topics including income taxation of corporations, pass-through entities (S corporations and partnerships), multistate taxation and tax-exempt organizations. Students will write tax research memoranda and client letters as well as prepare relevant tax returns. Prerequisite: ACC 413 or equivalent. Cr 3.

ACC 635 Advanced Individual Taxation
This course begins with a review of Federal tax research methodology including the communication of research results. Then, the course considers topics in advanced individual taxation such as AMT issues, like-kind exchanges, and installment sales. The final section of the course considers family tax planning issues including federal estate and gift taxation and the income taxation of trusts and estates. Students will write tax research memoranda and client letters as well as prepare relevant tax returns. Prerequisite: ACC 413 or equivalent. Cr 3.

ACC 641 Advanced Financial Accounting Topics
This course explores a variety of advanced financial accounting topics such as the theoretical and practical concepts of business combinations, partnerships, foreign currency, and other issues. Prerequisite: ACC 302. Cr. 3.

ACC 691 Independent Study in Accounting
Selected topics in the areas of accounting may be studied and researched on an independent basis. Enrollment is normally limited to degree candidates concentrating in accounting. Prerequisites: permission of instructor and curriculum chair. Cr 1-3.

ACC 695 Internship in Accounting
This internship education course is described in the preceding text. Prerequisites: completion of foundation courses, 3.0 GPA or higher, and permission of instructor and curriculum chair. Enrollment is normally limited to degree candidates concentrating in accounting. A maximum of three credits of ACC 695 may be used toward the degree. Cr 1-3.

ACC 699 Special Topics in Accounting
Prerequisites vary. Cr 3.

BUS 340 Managing Organizational Behavior
A survey of the disciplines of management and organizational behavior and 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.

MBA 501 Economic Analysis
An intensive survey of microeconomic theory and macroeconomic theory. Economic problems such as price and output decisions, resource allocations, inflation, and unemployment are analyzed. Cr 3.

MBA 502 Financial Accounting
This course offers an opportunity to gain a firm understanding of basic financial accounting concepts and issues including debits and credits, journal entries, and knowledge of the balance sheet, income statement, and statement of cash flows. This course will include insights into the fundamental strengths and limitations of the financial reporting process. This course covers the nature of the financial reporting process and the basic accounting principles, conventions, and concepts underlying the current reporting environment of GAAP basis financial statements. No prior knowledge of accounting is assumed. Cr 3.

MBA 504 Probability and Statistics for Business Decision Making
An introduction to the concepts and use of probability and statistics as tools for business decision making. Cr 3.

MBA 505 Financial Management
The primary objective of this course is to provide a balanced introduction to the theory and practice of financial management. Emphasis is placed on the management of capital to enhance shareholder wealth. Topics include time value of money, risk and return, stock and bond valuation, capital budgeting, and cost of capital. Prerequisites: MBA 501, MBA 502, MBA 504. Cr 3.

MBA 611 Introduction to Organizational Change
This course focuses on understanding the nature of organizational change. Process consulting forms the basis for much of the course. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 612 Topics in International Business
This courses is taught by professors with different specialties and consists of two parts: (1) core topics that are included every time the course is taught, and (2) coverage of other topics in international business using either: (a) a multidisciplinary approach, (b) a legal approach, or (c) a marketing approach. Prerequisites: legal approach—none; multidisciplinary approach—MBA 501; marketing approach— MBA 660. Cr 3.

MBA 615 Ethical and Legal Issues in Business
This course examines business ethics and attempts to develop practical solutions to ethical issues that confront today's global managers. This course also examines legal issues including such topics as drug testing in the workplace, an employee's right to privacy, sexual harassment, and the rights and responsibilities of officers and directors. Cr 3.

MBA 623 Derivatives
This course explores the markets and valuation for options, futures, and swap contracts. Hedging and speculating techniques using derivatives are stressed. Financial engineering techniques are developed that can adjust the risk and return offered by traditional assets. Cash and carry, binomial option pricing, and the Black-Scholes option pricing models are covered. Topics include: Forward contracts, stock futures, interest rate futures, stock index futures, stock options, interest rate options, and various swap contracts. Prerequisite: MBA 505. Cr. 3.

MBA 625 International Finance
This course is intended to give students a solid introduction to the very important field of international finance. It offers a rigorous examination of and the financial management of the multinational corporation and of international financial markets. Intensive coverage of foreign exchange markets and methods of managing exchange rate risk are emphasized. Topics include currency derivative markets and risk management, arbitrage and international parity conditions, market efficiency, short- and long-term asset management, and capital budgeting. Prerequisite: MBA 505 or equivalent. Cr 3.

MBA 626 Strategic Valuation
This is the M.B.A. corporate finance course, focusing on strategic and quantitative analyses of complex, real asset investments. It prepares students for making investment decisions and evaluating investment decisions made by others. Topics include incremental cash flows, traditional capital budgeting, capital structure, required rates of return, real options, and valuation of business entities for purposes of acquisition or divestiture. Prerequisite: MBA 505. Cr 3.

MBA 627 Investment Management
An introduction to the various investment media and financial markets from the viewpoint of institutional investors. The course provides an in-

depth analysis of the nature, problems, and process of evaluating securities and managing portfolios. Emphasis is placed on the structure of the securities markets, portfolio theory, and trading strategies of portfolio managers. Theoretical and empirical research addressing recent developments in portfolio management will be examined. Prerequisite: MBA 505. Cr 3.

MBA 629 Financial Modeling
Introduces principles and techniques for building financial models, in an uncertainty framework. Finance topics are drawn from a variety of areas: personal financial planning, investments, derivatives, and corporate finance. The course will integrate financial, accounting, and statistical concepts and techniques to construct financial models and to perform analyses using MS Excel. Emphasizes the application of financial modeling techniques in identifying and implementing business solutions. The course will be of special interest to students seeking more hands-on experience in constructing financial models. Prerequisite: MBA 505. Cr 3.

MBA 642 Leadership
The course integrates five perspectives of leadership: individual differences and diversity; transactional leadership; power and politics; transformational leadership; and the physical, psychological, and spiritual dimensions of leader well-being. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 643 Creative Problem Solving
This course provides an applications-oriented understanding of the creative problem-solving process. Students will learn how to be more creative at the individual, group, and organizational levels. This course focuses on divergent and convergent creativity techniques together with various models of creativity. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 644 Strategic Management of Technology and Innovation
Focuses on the strategic management of technology-based innovation in the firm. Specific topics include assessing the innovative capabilities of the firm, managing the corporate R&D function, managing the interfaces between functional groups in the development process, managing the new business development function in the firm, understanding and managing technical entrepreneurs, building technology-based distinctive competencies and competitive advantages, technological leadership versus followership in competitive strategy, institutionalizing innovation, and attracting and keeping corporate entrepreneurs. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 646 Negotiation and Conflict Management
This course focuses on negotiation and conflict management theory and practice. Students are expected to develop negotiation and conflict management skills by participating in experiential exercises both inside and outside of class as well as to develop a personal negotiation and conflict management style designed to successfully meet the challenges of common conflict and negotiation situations. Cr 3.

MBA 647 Organizational Strategy
Using strategic tools such as competitive analysis and the value chain, this course provides an in-depth examination of the resource-based view of the firm. Emphasizes entrepreneurial strategy approaches in high-velocity business environments. Prerequisites: MBA 615 (or concurrent), MBA 505 and EDU 671 (or BUS 340). Cr 3.

MBA 649 Special Topics in Management: Introduction to System Dynamics
An examination of how the world can be understood through dynamic processes controlled by positive and negative feedback links. A general introduction to systems thinking that draws on system dynamics, a computer-based technique for modeling systematically created problems. Requires an understanding of algebra. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 657 Triple Bottom-Line Marketing
How can marketers manage for the triple bottom line of financial, environmental, and social performance? This asynchronous, online course begins with an exploration of sustainable business (i.e., the pursuit of profits without causing pollution or social inequity). The course ends by examining green consumer behavior and the interrelationship between environmental issues and marketing strategy. Prerequisites: an introductory marketing class (BUS 260, or MBA 660) or instructor permission. Students will benefit if they have prior knowledge of economics (MBA 501) and cost accounting (ACC 211). Cr 3.

MBA 660 Managerial Marketing
This course has a decision-based perspective, relying heavily on the case approach. It focuses on the logical development of market-driven strategies and assessment of their impact on other marketing functions within the organization. Students will gain experience in analyzing complex market behavior, recommending changes in marketing strategy, and articulating the development, implementation, and control of marketing plans. Prerequisite: MBA 502. Cr 3.

MBA 665 Consumer Behavior
Examines three aspects of consumer behavior: 1) cultural, sociological, and psychological influences on consumer motivation; 2) consumer acquisition of product information and formation of attitudes; and 3) the process consumers use to make consumption decisions. Implications for marketing strategy and segmentation will be discussed and students will apply marketing research techniques to analyze consumer behavior. Prerequisite: basic marketing course or instructor permission. Cr 3.

MBA 669 Multivariate Methods for Marketing

This course focuses on the application of multivariate statistical methods in the development of marketing strategy and the investigation of marketing problems. Building of descriptive and predictive models using multi-dimensional techniques such as factor analysis, regression analysis, cluster analysis, analysis of variance, conjoint analysis, and perceptual mapping. Use of statistical packages. Prerequisite: MBA 504. Cr 3.

MBA 670 Management Science
This course examines the role, perspective, and commonly used tools of quantitative analysis in business decision making. Emphasis is placed on developing students' abilities to recognize the need for quantification, to formulate business problems quantitatively, to select and test computer-based decision-support system models, to collect meaningful data, and to interpret the implications of analysis results. Prerequisite: MBA 504. Cr 3.

MBA 672 Supply Chain Management
This course examines supply chain concepts and current practice in the context of just-in-time production, total quality management, and continuous productivity improvement. Using practical applications, the focus is on the proactive management of movement and coordination of goods and services, and information, from raw material to end user through the value chain. Other topics include understanding the nature of demand for goods and services within business markets and the process of building relationships with suppliers. System-oriented managerial tools, models, and techniques are considered for their value-adding potential. Directed projects of the students' choosing are used to address specific, company-based supply-chain problem situations. Prerequisites: MBA 670. Cr 3.

MBA 674 Topics in Information Systems Management
A topics course exploring major issues in the management of information technology. Students completing this course should have acquired an understanding of the strategic, tactical, and operational importance of information systems within an organization, and an understanding of how to leverage information technology in the management of an organization. Topics include, but are not limited to: strategic use of information technology, emerging technologies, systems development and project management, managing information systems resources, and knowledge management. Cr 3.

MBA 675 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 computer simulation and other quantitative tools and decision support systems to assist strategic and operational decision making. Topics include: quality management, capacity management, process design, facility location, layout, production planning, and manufacturing philosophies such as group technology, the theory-of-constraints, and just-in-time. Prerequisite: MBA 670. Cr 3.

MBA 677 Information Visualization
In this course, students will learn to create charts, maps, and other visualizations to tell stories and to 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: MBA 504. Spring only. Cr 3.

MBA 691 Independent Study
Selected topics in the areas of business and/or administration may be studied and researched on an independent basis. Enrollment is normally limited to M.B.A. degree candidates. Prerequisites: permission of the instructor and curriculum chair. Cr 1-3.

MBA 695 Internship
This internship education course is described in the preceding text. Prerequisites: completion of foundation courses, 3.0 GPA or higher, and permission of the instructor and curriculum chair. Enrollment is normally limited to M.B.A. majors who have not completed their degree requirements. A maximum of three credits of MBA 695 may be used toward the degree. Cr 1-3.

MBA 698 Practicum
This course is organized around projects provided by organizations in the southern Maine business community. Working with a faculty coach, teams of three to five MBA students work in organizations as consultants. The student teams analyze their assigned projects and recommend courses of action. Business leaders help with the identification of problems and evaluate the team's analysis and recommendations. In addition, students attend discussion sessions designed to allow all the teams to discuss with and seek advice from other teams. This course is usually taken in a student's final semester. Prerequisites: MBA 611, MBA 674, and any MBA marketing course. Cr 3.

MBA 699 Special Topics
Prerequisites vary. Cr 3.

School of Education and Human Development Overview

Associate Dean: Catherine Fallona; Assistant Dean for Finance and Administration: Robin Day; Director of Student Affairs: Kimberly Warren; Director of Educator Preparation: Jean Whitney; Director of Center for Education Policy, Applied Research, and Evaluation: David L. Silvernail;

- Administrative Office, 8 Bailey Hall, Gorham, ME 04038
- USM Undergraduate Admissions, 149 State Street, Gorham, ME, 04038
- USM Graduate Admissions, 45 Exeter Street, Portland, ME 04104-9300
- Center for Educational Policy, Applied Research, and Evaluation, 140 School Street, Gorham, ME 04038
- Office of Educator Preparation, 8 Bailey Hall, Gorham, ME, 04038
- English for Speakers of Other Languages, Portland, ME, 04104
- Professional Development Center, 8 Bailey Hall, Gorham, ME 04038
- TRiO programs at USM, 7 College Ave, Gorham, ME 04038
- Southern Maine Partnership, 222C Bailey Hall, Gorham, ME 04038

The School of Education and Human Development (SEHD), a division of the College of Management and Human Service, is proud to continue the strong commitment to education and service demonstrated by USM's predecessor institutions, beginning with Gorham Normal School in 1878. The School provides for the preparation and professional growth of educators and human development professionals through collaborative efforts with schools and agencies; other colleges at USM; local, state, and national educational networks; and the communities of southern Maine.

The School of Education and Human Development is comprised of five departments: the Counseling and Adult and Higher Education, the Educational Leadership Department, the Educational Psychology and Exceptionality Department, the Literacy, Language and Culture Department, and the Teacher Education Department. Through each of these departments, the School prepares professionals for teaching, counseling, school psychology, administration, and teacher leadership. The content knowledge, skills, and understandings needed for these areas form the heart of our programs. Common to all of these fields is an emphasis on connections and partnerships, reflection and critical inquiry, diversity, and performance assessment.

USM's School of Education and Human Development degree programs are accredited by the Teacher Education Accreditation Council (TEAC), the Council for Accreditation of Counseling and Related Education Programs (CACREP), the Council on Rehabilitation Education (CORE), and the National Association of School Psychologists (NASP).

Tk20 Online Data Management System for Educator Preparation Programs and Pathways

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Educator Preparation Programs and Pathways

Undergraduate

- Elementary Education, English major
- Secondary Education, English major
- Elementary Education, History major
- Secondary Education, History major
- Elementary Education, Geography-Anthropology major

- Secondary Education, Geography-Anthropology major
- Secondary Education, Math major
- K-12 Music Education major
- K-12 Education, Studio Arts major
- K-12 Education, French major
- K-12 Education, Hispanic Studies major
- K-12 Education, Classics major
- Elementary Education, Arts and Humanities major at LAC
- Secondary Education, Arts and Humanities major at LAC
- Elementary Education, Natural and Applied Science major at LAC
- Secondary Education, Natural and Applied Science major at LAC
- Early Childhood Education, Social and Behavioral Sciences major at LAC

Graduate:

ETEP

- K-8 General Elementary Teacher Education
- Secondary Teacher Certification, 7-12, (English, Foreign Language, Math, Science, Social Studies)

Abilities and Disabilities Studies

- Teaching Students with Mild to Severe Disabilities Concentration

Counselor Education

- Clinical Mental Health Counseling (LCPC) (Licensure)
- Rehabilitation Counseling (CRC)
- School Counseling, K-12

Literacy, Language, and Culture

- K-12 Literacy Specialist
- ESL Endorsement

Educational Leadership

- Assistant Principalship
- Athletic Administration
- Curriculum Coordinator
- School Administration
- Special Education Administration

School Psychology (Licensure)

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Graduate Admission and Academic Policies and Requirements

In addition to the general policies described in the graduate section of the School of Education and Human Development catalog, specific policies for individual programs reside with the program section.

Admissions Appeals

Applicants may appeal an admissions decision by submitting a written appeal to the department chair for the appropriate program within thirty

days of notification of rejection. The appeal will be reviewed by the appropriate program faculty and the chair will notify the applicant of action taken on the appeal. Should the applicant wish to pursue the appeal process further, a written appeal should be submitted to the association dean of the School of Education and Human Development. Further appeals may be made to the associate provost and dean of Graduate Studies. For assistance in this appeals process please contact the assistant dean of Graduate Studies at (207) 780-4812.

Undergraduate Credits

Graduate credit will not be given for courses taken to fulfill undergraduate degree requirements. Any other advanced undergraduate-level courses must be approved in advance by appropriate School of Education and Human Development graduate faculty if those credits are to be applied to fulfill graduate program requirements.

Course Waivers

Should a student wish to waive course requirements or request course substitutions, he or she must contact his or her faculty advisor to work out program changes. No more than six hours of academic credit may be waived or substituted. Waived courses must be substituted with elective credits. Please see course waiver policy under Special Admission Requirements for individual programs.

Comprehensive Examination/Portfolio/Practicum/Capstone Project

All degree students must complete a comprehensive examination/portfolio/practicum/capstone project that will assess the student's breadth and depth of knowledge of the program field. Please consult each program of study for specific information regarding comprehensives, portfolios, practica, or capstone projects.

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

Master's Thesis

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

Governance

The Leadership Council, comprised of Department chairs and selected faculty and staff from the School, is the governing body for program review and evaluation for all advanced level professional education programs at USM. The Professional Education Council, comprised of deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for initial level teacher education programs at USM.

Technology Standards

Recommended Entry Standards for Students in SEHD

In order to engage successfully in program and department communication and in course learning activities, students should be able to:

- operate a computer system in order to use software successfully;
- use e-mail communication applications, e.g., attachments, nicknames, signature, sending, replying, forwarding, cutting and pasting from documents, utilizing a listserv, organizing messages;
- access and use appropriate library databases;
- use word-processing productivity tools;
- access and use the World Wide Web; and
- use remote access to the University (if applicable).

Students admitted into programs in SEHD who need further training in any of the above areas should use the following resources for computer support:

- USM computer workshops (Call [207] 780-4029 for more information.)
- USM computer labs (Portland, Gorham, and Lewiston-Auburn College campuses)
- USM HelpDesk: (207) 780-4029

Additional Information

Graduate Assistantships

A limited number of graduate assistantships are available for graduate students. Assistants must carry a minimum of six graduate credit hours per semester. Duties may involve teaching, research, advising, office administration, and supervision of students/interns. Applications for assistantships are available from the SEHD Administrative Office, 8 Bailey Hall. The recommended application deadline is March 1.

Scholarships

The School of Education and Human Development has limited tuition scholarships available for continuing SEHD students. Awards are based on academic merit, professional promise, and financial need. Recipients must be currently matriculated students or applicants intending to take six or more graduate credits per semester during the following year. Applications for graduate scholarships are available each January from the SEHD Dean's Office, 8 Bailey Hall, and are due March 1.

Assessment Center Lab Fees

The Assessment Center lab fees will be charged to all students who enroll in the specified classes for which Assessment Center materials are required. All students, regardless of campus or location, are expected to pay the fees because the tests are mailed to students who take the courses from a distance. If a course instructor decides to require use of the Assessment Center as part of a course, and that course does not have a lab fee collected at the time of registration, the Assessment Center reserves the right to charge each student in the class a one-time lab fee of no more than $50 to cover the costs associated with his or her use of Center materials for that class.

Graduate Programs

The School of Education and Human Development offers coursework at the undergraduate level to support the education pathways. It also has numerous education and human development options available as post-bachelor certificates of graduate study, master's degrees, post-master's certificates of advanced study, and a doctoral degree. For a full listing of degrees and certificates use the "degrees and certificates" link under the School of Education and Human Development.

Departments

The School of Education and Human Development is made up of the following departments:

Department of Counseling, Adult & Higher Education

Chair: Adele Baruch

Adult and Higher Education–Professor: Atkinson, Brady; Lecturer: Day

Counseling–Professor: VanZandt; Associate Professors: Baruch, Katsekas; Assistant Professor: Bernacchio; Clinical Lecturer: Jones

The Department of Counseling, Adult & Higher Education aims to improve the individual practices of human services professionals and to enhance school, community, organizational, and agency practices through education, research, and public service. Two graduate programs are offered by the Department: adult and higher education and counselor education. The adult and higher education program offers focus areas in adult development, training and development, educational gerontology, community/international education, teaching adult learners, student affairs in higher education, public school adult-education director certification, and self-designed. The counselor education program offers concentrations in school counseling, rehabilitation counseling, and clinical mental health counseling. Post-Master's Certificate of Advanced Study programs in adult learning and counseling are also available.

Department of Educational Leadership

Chair: Joseph (Jody) H. Capelluti

Educational Leadership–Professors: Capelluti, Silvernail; Associate Professors: Beaudry, Curry; Assistant Professor: Cummings

The Department of Educational Leadership provides opportunities for educators to earn advanced degrees and certifications. In addition, the department offers an interdisciplinary master's degree, the Professional Educator, which draws on courses from several departments in the School of Education and Human Development. The Educational Leadership program offers a master's degree in school administration, special education administration and curriculum administration, as well as a post-master's Certificate of Advanced Study. It also offers a Certificate of Graduate Study in the areas of assistant principal and athletic administration. The Professional Educator program offers a master's degree for educators who want to deepen their practices as classroom teachers, explore individual interests, and expand their professional horizons as teacher leaders.

Department of Educational Psychology and Exceptionality

Chair: Walter H. Kimball

Educational Psychology and School Psychology–Professor: Steege; Associate Professor: Brown-Chidsey; Lecturer: Bickford

Abilities and Disabilities Studies–Professor: Kimball; Associate Professors: Alexandrin, Curry; Lecturer: Red

The Department of Educational Psychology and Exceptionality (EPE) provides opportunities for students to prepare for professional careers as school-based and agency-based service providers, special educators, special education consultants, behavior analysts, and school psychologists. EPE joins together the Educational and School Psychology program and the Abilities and Disabilities Studies program.

The Abilities and Disabilities program offers a master's degree with an initial certification strand for candidates seeking special education teacher certification and an in-service strand for teachers already certified in special education. The in-service strand includes options in Teaching ALL Students, Self-Design in Special Education, and Gifted and Talented Education. In addition to the Master's degree, the Abilities and Disabilities Studies program offers a Certificate in Graduate Study in Gifted and Talented Education and in Teaching ALL Students.

The Educational Psychology and School Psychology program offers a Certificate of Graduate Study in Applied Behavior Analysis, Response to Intervention: Academic, Response to Intervention: Behavioral, a Master of Science in Educational Psychology, and a Doctorate of Psychology in School Psychology.

Department of Literacy, Language, and Culture

Chair: Andrea Stairs

Associate Professors: Fallona, Stairs; Assistant Professor: Lapidus; Lecturer: Enrico

The Literacy, Language, and Culture (LLC) Department offers the following degrees and certificates: Master of Science in Education in Literacy Education and Master of Science in Education in Literacy Education with a concentration in English as a Second Language (36 credit hours and successful performance on a comprehensive examination); Master of Science in Education in Applied Literacy and Master of Science in Education in Applied Literacy with a concentration in English as a Second Language (for USM's MTL students only); Post-Master's Certificate of Advanced Study in Literacy Education and Post-Master's Certificate of Advanced Study in English as a Second Language (30 credit hours of coursework, including a capstone experience); and Certificate of Graduate Study in Literacy (12 credit hours) and Certificate of Graduate Study in English as a Second Language (15 credit hours). The department's programs aim to develop and support leaders in literacy and language education. The department's commitment to the promotion of multicultural literacy is reflected in the ESL concentration, the only one of its kind in Maine.

Department of Teacher Education

Chair: Julie Canniff

Associate Professors: Canniff, Jones, Kuech, Ross, Shank, Whitney; Lecturer: Needleman

The Department of Teacher Education offers a post-baccalaureate master's degree pathway for students pursuing initial teacher certification at the elementary and secondary school levels. The Extended Teacher Education Program (ETEP) is a nationally accredited teacher certification program that includes options for a full-time or a part-time Internship. Applicants can choose the K-8 certification, 7-12 certification in math, social studies, English, physical or life science, or K-12 foreign language and an optional completion of a Master of Science in Education inTeaching and Learning degree . Students also have the option to pursue the M.S.Ed. in Applied Literacy or the M.S. in Abilities and Disabilities Studies that includes 282 or 286 Special Education certification upon completion of their certification requirements. For more information, see the Teacher Education Department Web site at http://usm.maine.edu/teacher-education.

Centers/Programs

The School of Education and Human Development houses the following centers:

Assessment Center

Coordinator: Rachel Brown-Chidsey

The Assessment Center is a resource for SEHD faculty, students, and affiliated educators. Staffed by a graduate assistant, under the supervision of faculty from the counselor education, school psychology, and special education programs, the Assessment Center lends assessment materials to students, faculty, and affiliated educators who possess the prerequisite training and expertise to administer and interpret them. The Assessment

Center has a collection of over 475 achievement, behavior, cognitive, and personality tests. For additional information and hours of operation, contact the Assessment Center at 407 Bailey Hall, Gorham, ME 04038; (207) 780- 5671 or (207) 780-5220; assessment.center@maine.edu.

Center for Education Policy, Applied Research, and Evaluation

Director: David L. Silvernail

The mission of the Center for Education Policy, Applied Research, and Evaluation (CEPARE) is to provide independent, not partisan research to inform education policy and practice, and to systematically identify, analyze, and continually evaluate education strategies that significantly improve education outcomes. CEPARE assists school districts, agencies, organizations, and University faculty by conducting studies on contemporary issues. In addition, CEPARE co-directs the Maine Education Policy Research Institute (MEPRI), an institute jointly funded by the Maine State Legislature and the University of Maine System. This institute was established to conduct studies on Maine education policy and the Maine public education system for the Maine Legislature.

More information can be found on the Center's Web site at http://www.usm.maine.edu/cepare or by contacting CEPARE at the University of Southern Maine, 140 School Street, Gorham, ME 04038; (207) 780-5044.

Office of Educator Preparation

Director: Jean Whitney

The Office of Educator Preparation is the professional education unit responsible for oversight and administration of Educator Preparation at the University. The Office of Educator Preparation is responsible for:

- Leading USM faculty in strategic educator preparation program planning at the undergraduate and graduate levels;
- Fostering the conceptual framework, core values and core practices of USM educator preparation programs;
- Managing the educator preparation assessment system;
- Coordinating field experiences, practica, and internships in collaboration with educator programs and partner schools and agencies;
- Collaborating with the Director of the Southern Maine Partnership and educator preparation program faculty to develop and maintain educator preparation partnerships;
- Coordinating state program approval for professional educator preparation and national accreditation for teacher education, including the analysis, synthesis and dissemination of data for state and national reports;
- Representing USM educator preparation in state and national projects and initiatives.
- Educator Preparation serves as liaison to Maine Department of education's offices of Certification and Higher Education on matters pertaining to certification and program approval requirements and advises program faculty as needed for compliance with state regulations.

For additional information and hours of operation contact the Office of Educator Preparation at 8 Bailey Hall, Gorham, ME 04038; (207) 780-5772; cpleau@usm.maine.edu or visit http://www.usm.maine.edu/educatorpreparation

English for Speakers of Other Languages (ESOL)

Director: Arthus (Bart) Weyand

Intensive English Language Program (IELP)
The Intensive English Language Program (IELP), located on the USM Portland campus, is designed to meet the English language needs of international students whose first language is not English and who wish to study at USM or other universities in the United States. The primary focus is to help students improve their skills in academic reading, writing, speaking and listening. The program also focuses on study skills and provides the cultural orientation necessary for success at the university level. Course work includes reading authentic materials, journal writing, essay writing, group work, interviews with native English speakers, pronunciation practice and TOEFL preparation. All IELP classes are taught by qualified faculty with at least a Master's Degree. Because all classes are small (10-15 students), each student receives individualized attention. All instruction is based on learning English through communicative teaching approaches and classes are highly interactive.

English Language Bridge Program (ELB)
The English Language Bridge (ELB) program is an academic support program offered through the University of Southern Maine's English for Speakers of Other Languages (ESOL) department. Students in the ELB program are nonnative English speakers who have met USM's admission requirements, but whose TOEFL, IELTS or SAT scores fall below the required level or who have taken ESOL courses at USM. All ELB students meet with an academic advisor to select courses which offer key elements to aid in that student's academic success. Students in the ELB program take both ESOL and non-ESOL classes during their first semester or year at USM. Once students have completed the ELB program, they may declare a major.

Conditional Admission
International students who are seeking an undergraduate degree at USM and are academically qualified but cannot supply a TOEFL, IELTS, or SAT score may be considered for Conditional Admission. Conditionally admitted students will enroll in one or two semester of the IELP in order to achieve language proficiency. Students admitted as conditional will be issued an I-20 with a major of "general studies".

For more information contact: (207) 780-4419, usmiep@usm.maine.edu. Or visit: http://usm.maine.edu/esol

Professional Development Center

The Professional Development Center (PDC) is the administrative unit for outreach and professional development services of the School of Education and Human Development (SEHD). Its mission is to provide sustained, high-quality professional development that enables K- 12 educators and human resource professionals to continue learning throughout their careers. The PDC works collaboratively with SEHD departments, programs, and other centers to complement their outreach missions and support coordinated efforts; the Maine Department of Education to provide resources for teacher re-certification and endorsement; K-12 schools to design and deliver professional development tailored to school district's specific needs; human resource organizations to offer professional development opportunities for counselors, school psychologists, and adult educators; and nonprofit organizations and professional associations. The PDC works with SEHD and school partners to develop, deliver, and administer credit and noncredit courses, workshops, and conferences. To learn more about services provided by the Professional Development Center, visit the PDC web site at http://www.usm.maine.edu/pdc or call (207) 780-5055. The PDC offices are located on the USM Gorham campus in 8 Bailey Hall. The mailing address is: 37 College Ave, Gorham, ME 04038.

TRIO Programs at USM

Executive Director: Laurie J. Davis

Upward Bound at USM

TRIO Coordinators: Christopher Turner and Alyssa West

TRIO Advisors: Daniel Barton and Margaret Irving

Upward Bound at USM is funded through the U.S. Department of Education's TRIO program. It is a sponsored program of the School of Education and Human Development. Upward Bound at USM assists high school students who are income eligible and/or first-generation-to-college succeed in high school and to prepare for postsecondary education. Upward Bound at USM serves 127 students enrolled at five high schools in southern Maine including Biddeford, Bonny Eagle, Massabesic, Sacopee Valley, and Sanford high schools. During the academic year, Upward Bound staff members provide academic and college counseling to students enrolled at participating schools; coordinate college campus visits; and assist students and their families with college and financial aid applications. During the summer, USM hosts a six-week summer residential program at USM. The summer program includes academic coursework, career and college exploration, community service and service learning, recreation, and cultural activities.

For information, go to www.usm.maine.edu/upwardbound, or visit the TRIO Programs office at 7 College Ave House, Gorham, or call (207) 780-5203.

Student Support Services at USM

TRIO Coordinator: Gail Minichiello

TRiO Advisors: Kathleen Haggerty and Aubrey Seppa-Hodgkins

Student Support Services at USM is funded through the U.S. Department of Education's TRIO program. It is a sponsored program of the Student Success Centers. Student Support Services at USM assist 140 USM students who are income eligible, are first generation college students, meet academic need criteria, and/or are disabled to persist in college, maintain good academic standing and graduate from college within six years. The Student Support Services program serves students on the Portland, Gorham, and Lewiston/Auburn campuses. For information, go to www.usm.maine.edu/studentsupportservices, or visit the TRIO Programs' office at 7 College Ave House, Gorham, or call (207) 780-5203.

SEHD Course Descriptions

- Undergraduate
  - ADS

    - ECE
    - EDU
    - ESL
    - HRD
    - PHE
    - SED
- Graduate
    - ECE
    - EDU
    - HCE
    - HRD
    - SED
    - SPY

Undergraduate

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.

ECE 310 Children's Literature for Diverse Young Learners

This course will focus on and lead students to critically examine the wide array of multicultural literature available to share with young children 0-5 years. Students will analyze the quality and appropriateness of children's literature based on current theories and research pertaining to culturally responsive pedagogy, aspects of reading aloud, and story reading's implications on phonemic awareness, vocabulary acquisition, and comprehension. Students will be involved in analytic discussions to extend their thinking and literary understanding as it pertains to young learners of diverse cultural and linguistic backgrounds and with different abilities and interests. 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 programs and professional development options. Part of the course will be field based school experiences. Cr 3.

EDU 120 Early Literacy Development
Through this course students will develop a basic understanding of children's literacy development through the integration of educational theory and a field experience in a public school setting. The main objective of the course is for students to develop an understanding of how children's literature can support growth in reading, writing, and oral language in elementary school children. In order to do this, students will learn about stages of literacy development, characteristics and qualities of children's literature, and ways to integrate the two in classroom settings. Co-requisite: EDU 121. Prerequisite: open to matriculated students in TEAMS or by Teacher Education Department (TED) permission. Cr 3.

EDU 121 Early Literacy Development Field Experience
This K-5 public school-based field experience is designed to develop in students a basic understanding of children's literacy development through the integration of educational theory into a field experience in a public school setting. The main objective of the field experience is for students to develop an understanding of how children's literature can support growth in reading, writing, and oral language in elementary school children. Co-requisite: EDU 120 Prerequisite: open to matriculated students in TEAMS or by Teacher Education Department (TED) permission. Cr 1.

EDU 200 Education in the United States
This course engages students in the study of U.S. education, schooling, and teaching from social, historical, political, and legal perspectives. Special emphasis is placed on identifying pivotal issues and problems with which our public educational system has grappled both in the past and in the present. Through research initiatives and related investigations, students develop the necessary background to analyze and evaluate topics under study, and formulate and defend positions on educational issues. Prerequisite: None. Cr 3.

EDU 210 Theoretical Foundations of Learning
This course is intended for those exploring teaching as a career, providing an examination of theories of learning and their application to teaching. Prerequisite: None, HRD/SBS 200 recommended. Cr 3.

EDU 211 Culture and Community

This course supports students in examining and reflecting upon issues related to cultural diversity and supports them in developing culturally responsive teaching practices. Prerequisite: open to matriculated students in TEAMS, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 212. Cr 3.

EDU 212 Culture and Community Field Experience
This field experience supports students in examining the relationship between theory and practice through field observations in community settings related to cultural diversity and developing culturally responsive teaching practices. Prerequisite: open to matriculated students in TEAMS, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 211. Cr 1.

EDU 220 Middle School Community
This course extends students' knowledge and understanding of the developmental characteristics of early adolescents and supports the students' examination of how the contexts of middle schools and the best teaching practices in middle schools are responsive to the developmental characteristics and needs of early adolescents. Prerequisite: Open to matriculated students in TEAMS, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 221. Cr 3.

EDU 221 Middle School Community Field Experience
This course supports students in examining the relationship between theory and practice through field placements in middle school classrooms. These classroom experiences extend students' knowledge and understanding of the developmental characteristics of early adolescents and support the students' examination of how the contexts of middle schools and the best teaching practices in middle schools are responsive to the developmental characteristics and needs of early adolescents. Prerequisite: open to matriculated students in TEAMS, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 220. Cr 1.

EDU 230 Teaching Through the Arts

This course focuses on integrating art-based teaching and learning across the p-12 curriculum. It will give insight to comprehending a visual language in both students and teachers, by using developmentally appropriate art practices, which foster creative connections and studio habits of mind. This course requires arts-based field experiences to be arranged during the semester. Prerequisite: EYE course. Cr 3

EDU 300 Educational Media and Technology
An examination of educational media and technology with special emphasis on school-based developments and applications. Cr 3.

EDU 305 Foundations of Cultural and 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. 12 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?
This course explores the role of public schooling in the United States and world with respect to ethical dimensions of equity and justice. Using a framework of education rights for a democracy, students analyze ethical dilemmas found in texts, videos, and personal stories, engage in multicultural field experiences, and present grounded perspectives in response to the question in the course title. A 12 hour field placement is required for this course. Prerequisites: any EYE, ENG 100 or ENG 104. Cr 3.

EDU 320 Applied Skills for Teaching and Learning
This course supports students in examining the relationship among the theories of human development, how people learn, and teaching and learning. Prerequisite: open to matriculated students in TEAMS, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 321. Cr 3.

EDU 321 Applied Skills for Teaching and Learning Field Experience
This course supports students in examining the relationship between theory and practice through observation of and interaction with K-8 public school students and teachers. This field experience is designed to develop in students a basic understanding of fostering a positive classroom environment and instructional planning and assessment. Prerequisite: open to matriculated students in TEAMS, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 320. Cr 1.

EDU 323 Independent Study in Teacher Education
This course provides students the opportunity to pursue a project independently, planning and exploring an area of interest within the field of teacher education. Most independent study projects are library based; all are intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the instructor. An approved proposal is a necessary prerequisite to

registration. Prerequisite: matriculation in an education program and junior or senior standing. Cr 1-3.

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
This course is a survey of children's literature with special emphasis on the selection of appropriate books for children from preschool through the elementary school years. Cr 3.

EDU 390 Portfolio Development
Various uses, purposes, formats, and criteria for developing and evaluating portfolios will be explored. Portfolio development as a reflective, dynamic mode of presenting one's teaching and learning experiences will be emphasized. Each student will develop and present a portfolio during the course. Prerequisite: open to matriculated students in TEAMS, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 3.

EDU 405/505 Teaching Mathematics K-8
This course provides experiences to develop and apply mathematical content knowledge and pedagogical skills in elementary and middle school classrooms. Major areas of focus include: how students learn mathematics, conceptual development of mathematical understandings, problem-solving instructional strategies, appropriate and effective uses of tools and technology, assessment of student learning, and providing equitable access to learning for all students. Prerequisite: open to matriculated interns in ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 3.

EDU 441/541 Seminar in Teaching, Learning, and Assessment I
The primary purpose of this course is to build a learning community where members of the cohort are supported in their internship through the assessment system. The assessment system includes the video reflections and journals as well as a sequential system of conferences, a collection of evidence, and observations. This course is based on helping the participants develop their personal philosophy of teaching and perfect their craft through ongoing discourse, reflection, and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology, and professionalism. Prerequisite: open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 544, EDU 644 or EDU 613. Cr 3.

EDU 442/542 Seminar in Teaching, Learning and Assessment II
The primary purpose of Seminar II is to sustain a learning community where members of the cohort are supported in their internship through the assessment system. This course is based on helping the participants develop their personal philosophy of teaching and professional portfolio. Participants perfect their craft through ongoing discourse, reflection, and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology, and professionalism. Prerequisite: open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Co-requisite: EDU 613 or EDU 644. Cr 3.

EDU 444/544 Applied Pedagogy
This course is a part-time, supervised internship experience in applying knowledge and skills under study in coursework to the practice of teaching. An intern completes a semester-long classroom placement in which she/he is assigned to a mentor teacher in an elementary, middle, or secondary classroom in a school. The intern completes a minimum of one week of lead teaching. Prerequisite: open to matriculated interns in ETEP and TEAMS or by permission of the Teacher Education Department. Co-requisite: EDU 541. Cr 3.

EDU 451/551 Teaching Social Studies K-8
This course is designed to provide students with a general understanding of the guiding principles and the strands of social studies. Students will gain a working knowledge of the best practices in social studies instruction and the goals of social studies education. Students will create lesson plans and incorporate appropriate instructional methods and materials as part of the course requirements. Prerequisite: open to matriculated interns in the ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 3.

EDU 452/552 Teaching Science K-8
The course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the elementary and middle school. The emphasis is on content, process, and methodology. The course will be framed by the Department of Teacher Education's Core Practices, Maine's Learning Results, the National Science Education Standards, and students' goals about the teaching and learning of science. Students will learn strategies for planning and providing core academic and behavioral experiences to all learners and differentiated academic and behavioral experiences for learners with special needs. Prerequisite: open to matriculated students in the ETEP or TEAMS programs, or by Teacher Education Department permission. Cr 3.

EDU 465 Teaching Reading in Grades K-8
In this course students will learn to use evidence-based instruction to teach reading in grades K-8. Students will examine theories and current

research on reading development and process in order to effectively instruct and assess all readers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple strategies to support reading development and promote children's proficiency in state standards. Additionally, digital literacies, reading across the curriculum, and ways to engage and motivate readers will be emphasized. Prerequisite: Admission to candidacy (must be concurrently enrolled in a student teaching internship), or LLC Department approval. Cr 3.

EDU 466 Teaching Writing in Grades K-8
In this course students will learn to use evidence-based instruction to teach writing in grades K-8. Students will examine theories and current research on writing development and process in order to effectively instruct and assess all writers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple writing strategies across various genres to support writing development and promote children's proficiency in state standards. Additionally, students will explore the use of technology and participate in writing sessions to develop as writers and teachers of writing. Prerequisite: Admission to candidacy (must be concurrently enrolled in a student teaching internship), or LLC Department approval. Cr 3.

ESL 006/016 Intensive Grammar
This course (3-4 sections) focuses on building a stronger foundation in the grammatical skills necessary for more natural and accurate English, both oral and written. Through a series of grammatical exercises, meaningful drilling, and analysis of the structure of the English language, students will become more adept at producing a wider variety of language with a higher knowledge of use and form. The course will not only introduce new structures in language but also review and expand upon those already learned. (The credit for this course does not apply toward a baccalaureate or an associate's degree.) Prerequisite: instructor permission. Cr 1.5.

ESL 007/017 Listening and Oral Communication
This course (2 sections) focuses on the improvement of the listening and oral skills that are necessary for the university classroom. The primary goals of the course are to assist students in recognizing a variety of spoken English, to help them achieve comprehensible pronunciation, and to discuss and respond to the issues that arise in class discussion. Students will also be exposed to a wide variety of vocabulary and grammatical structures in context. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 1.5.

ESL 008/018 Reading, Writing & Vocabulary
This course (4-5 sections) focuses on the improvement of the reading and writing skills that are necessary for the university classroom. The readings are from authentic sources and promote use of strategies for writing short reaction papers, summaries, and essays which are based on these readings. Informal journal writing is an integral part of the course. Students will also be exposed to a wide vocabulary and systematic overview of grammatical structure. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 1.5.

ESL 009/019 Intensive Reading and Speaking Fluency
Intensive Reading and Speaking Fluency (2 sections) is part of the Intensive English Language Program. This course focuses on improving students' fluency in both reading and speaking while learning about topics in United States culture, history and current events. Emphasis is on developing speed and comprehension in reading and listening to material drawn from texts, news sources, film and popular culture. Students will learn strategies for speaking in front of a group, compensating for accent, and conducting informational interviews. (The credit for this course does not apply toward a baccalaureate or associate degree.) Prerequisite: instructor permission. Cr 1.5.

ESL 098 English Language Bridge Level I: Intermediate Grammar and Writing
This is an intermediate-level English language course for English Language Bridge (ELB) students whose first language is not English. This is a developmental course that will enable students to benefit from a stronger foundation in understanding and using English grammar correctly. Emphasis is on understanding the meaning, use, and form of common grammar structures needed for academic writing. Students will have a basic knowledge of English grammar, but will need more work on accurate production of English, both oral and written, through a series of grammatical, written, and oral exercises. This course prepares students for the more advanced ESL 102. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 3.

ESL 099 English Language Bridge Level I: Intermediate Reading, Writing, and Vocabulary
This is an intermediate-level English language course for English Language Bridge (ELB) students whose first language is not English. This is a developmental ESL course designed to help students compose fluent and accurate writing as used in academic settings. Students will develop a greater sense of confidence in using written English as a method of communication. Emphasis will be placed on achieving unity and coherence in written compositions and on understanding the mechanical aspects of the essay. Students will learn to read for meaning and to analyze authentic texts. Through reading, writing, and specific exercises, students will expand their grasp of vocabulary and idiom needed for academic work and progress into ESL 103. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 3.

ESL 100 College Writing
This section of College Writing is intended for English Language Bridge (ELB) students and 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. Successful passing of this course fulfills the College

Writing CORE Requirement and is the final course in the English Language Bridge sequence. Prerequisite: ESL 104 or instructor permission. Cr 3.

ESL 102 English Language Bridge Level II: Advanced Grammar and Writing
This is an advanced-level English language course for English Language Bridge students whose first language is not English that focuses 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 at the university level. Through a series of grammatical exercises, meaningful drilling, both written and oral, short essay writing, and analysis of the structure of English, students will improve their academic writing skills. Prerequisite: ESL 98 or instructor permission. Cr 3.

ESL 103 English Language Bridge Level II: Higher Intermediate Reading, Writing, and Vocabulary
This is a higher intermediate-level English language course for English Language Bridge (ELB) students whose first language is not English that focuses on helping 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 99 or instructor permission. Cr 3.

ESL 104 English Language Bridge Level III: Advanced Reading, Writing, and Vocabulary
This is an advanced-level English language course for English Language Bridge (ELB) students whose first language is not English that focuses on fine-tuning their reading and writing skills prior to taking College Writing. Much of the work done in this class will focus on reading academic literature, fiction and non-fiction, as well as on mastering 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 oral presentations in class. Prerequisite: ESL 103 or instructor permission. Cr 3.

HRD 110 Choices, Changes, and Careers
The focus of this course is on self and career exploration and the critical role of personal decision making in identifying and pursuing fields of interest. Students will learn to understand their own decision-making process and the factors that influence this process. Course activities will include assessments of self, assessments of interest, and explorations of the world of work. Throughout the course, students will be introduced to available resources and support systems and be engaged in activities that will help them become involved in the University community. Prerequisite: fewer than 45 earned credit hours. Cr 3.

HRD 200 Multicultural Human Development
This course introduces developmental theory and research that encompasses the entire lifespan. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary and multicultural view of human development will be taken by examining theories from a socio-cultural context and in consideration of change as well as stability throughout the life cycle. The interaction of hereditary, environmental, and socio-cultural factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: Second semester freshmen or above; must have completed College Writing and EYE course. Cross-listed with SBS 200. Cr 3.

HRD 310/510 Aging and the Search for Meaning
This course explores psychosocial and spiritual aspects of successful human aging. Multidisciplinary perspectives on aging will be examined including historical, psychological, sociological, cultural and religious. Learners will discuss key issues related to aging and the search for meaning through the lens of various genres (e.g., research, theory, fiction) as well as their own personal experiences. Prerequisite: HRD 310 students will be expected to have taken one college-level writing course and one sociology or psychology course. Cr. 3.

HRD 312 The Spiritual Challenges and Opportunities of Aging
This course explores the dynamic role spirituality plays in navigating the aging process. Within a holistic context spirituality provides a frame of reference for understanding both who we are and how we fit into the world around us. Learners will develop a basic frame of reference for the nature of spiritual experience, including theory of adult spiritual development. But given the subjective nature of spirituality, it will be important for learners to develop tools for assessing the role spirituality plays in providing meaning for people as they age as individuals. Learners will begin this process by examining their own spiritual journey from psychosocial, cultural and religious perspectives. They will then use a parallel process to interview an older individual and assess the role spirituality plays in their aging process. Prerequisite: HRD 312 students will be expected to have taken one college-level writing course and one sociology or psychology course. Cr 3.

HRD 337 Peer Leadership Seminar
This course is intended for students who participate in organized student leadership programs or are interested in learning more about leadership within higher education organizations. The course examines the nature of higher education organizations, leadership theory, college student development theory, as well as both interpersonal and group communication skills. Through written and oral projects students learn how to integrate theory with practice. Assignments and projects draw their focus from the individual's particular interests regarding student leadership. Cr 2.

PHE 106 NCAA Life Choices
This course is designed for student athletes in their first or second year at USM. The goal of the course is to enable students to develop their academic potential and to realize their personal and athletic goals during their college experience. Through large and small group work, topical

readings, and community service projects, students will clarify goals, values, healthy lifestyles, leadership, and study skills. Prerequisite: open to first- and second-year students only. Cr 3.

PHE 198 Physiology of Health Fitness
The purpose of this course is to provide the student with a scientific background in exercise physiology and health concepts in order to develop and maintain a lifetime program of high-level physical fitness and quality health. Cr 3.

PHE 203 Athletic Training for Coaches
This introductory course in sports medicine/athletic training will provide the student with information about prevention and management of sports-related injuries. Pertinent anatomy and common injuries will be discussed. This course is geared toward individuals involved in or pursuing allied health professions as well as coaching or teaching fields. Cr 3.

PHE 302 Coaching Philosophy and Fundamentals
This course covers various approaches to planning, organizing, and implementing practice sessions in preparation for athletic competition. The psychological and emotional aspects of coaching are also investigated. One segment of the course will be concerned with society's view of coaching as illustrated by today's literature. Cr 3.

PHE 303 Coaching and Officiating Basketball
Coaching philosophy, coaching style, choosing a team, individual fundamentals, team play development, and the ability to organize and maintain a quality program will be stressed. The course will also cover rules of basketball and techniques of officiating. Cr 3.

PHE 309 Coaching and Officiating Track and Field
Part of the University of Southern Maine's coaching certification program, this course is designed to prepare students for track and field, and cross country coaching at the high school and/or middle school levels. Particular aspects of the sport will not be discussed in detail. Rather, the course is intended as an overview of coaching philosophies, sports science, and the training required for each event. Students will have an opportunity to explore areas of interest in depth. Cr 3.

PHE 310 Experiential Learning: Logistics and Skills

Construction and Use
Participants may expect to gain hands-on knowledge and experience through participation in all phases of course construction, maintenance, and operation. Learning outcomes include the importance of operational safety considerations and appropriate selection of materials. Cr 3-6.

Sea Kayaking
Designed to provide sea kayak paddling and rescue instruction, chart reading, and basic navigational techniques combined with team building concepts. Includes expedition planning, low/no-impact island camping, and coastal/estuary exploration. Fee course. Cr 3.

PHE 311 Coaching and Officiating Soccer
The course will cover individual techniques and team tactics, drills to implement these techniques and tactics, practice and season organization and methods of starting, maintaining and improving programs at various levels. The course will also cover rules of soccer and techniques of officiating. Cr 3.

PHE 312 Coaching and Officiating Football
Emphasis on the methods of teaching and coaching football. Offense and defense, player-coach relationship, team selections, planning of practice sessions and game situations will be areas of concentration. The course will also cover rules of football and techniques of officiating. Cr 3.

PHE 314 Organization and Administration of Athletics
This course covers the principles and practices of athletic administration as related to middle schools, junior, and senior high schools. Cr 3.

PHE 315 Coaching and Officiating Field Hockey
Emphasis on the methods of teaching and coaching field hockey. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration. The course will also cover rules of field hockey and techniques of officiating. Cr 3.

PHE 316 Coaching and Officiating Volleyball
Emphasis on the methods of teaching and coaching volleyball. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration. The course will also cover rules of volleyball and techniques of officiating. Cr 3.

PHE 325 Workshop in Experiential Education
This course is designed to promote personal growth through a group workshop in experiential education. Experiential education is an adventure-based model of the learning process; learning takes place through action. Learning opportunities in this course will explore relationship building, small group problem solving, personal and group challenge as a concept, taking action, taking risks, reflection, metaphorical transfer, and action

planning. Course is offered in a classroom setting and at the University's Action Learning Center in Freeport, Maine. Low and high ropes course elements are included in the curriculum. Students are supported in challenge-level choices. Fee course. Cr 3.

PHE 335 Coaching and Officiating Baseball and Softball
The course will cover individual and team techniques, drills to implement these techniques, practice organization and methods of starting, maintaining and improving programs at various levels. The course will also cover rules of baseball and softball plus techniques of umpiring. Cr 3.

PHE 343 Experiential Education/Internship
This experiential education internship will be co-designed by the student and the instructor to include elements of study/practicum in the following areas: ropes course construction and operations; experiential education group facilitation; appropriate application of experiential models for varied demographics and special interest groups; in-depth research of experiential education concepts and benefits; expedition planning; gear knowledge and selection; and hard-skill building in the disciplines of camping, climbing, mountaineering and/or kayaking, wilderness travel and trail maintenance, and environmental awareness. Prerequisite: instructor permission. Cr 3-9.

PHE 353 Teacher Training in Experiential Education
This course focuses on facilitating techniques for leading groups through experiential activities. Group assessment, program design, sequencing, briefing, debriefing, group management, safety, and technical skills are included in the course curriculum. Methods and techniques for utilizing no/low-prop field activities, indoor activities, and low- and high-ropes course elements will be explored and applied to a wide range of groups. Students will discover ways to maximize the transfer of learning from the activities to best meet the goals of the participating group. A practicum component is included where students get hands-on facilitating experience. Students may gain additional practicum time and perform related research for additional credits. Prerequisite: PHE 325 or instructor permission. Cr 3-6.

PHE 389 First Aid and CPR
This course will cover the topics prescribed by the American Red Cross including respiratory emergencies, artificial respiration, wounds, poisoning, water accidents, drugs, burns, sport safety issues, and CPR. Successful completion of the course requirements will lead to: Red Cross First Aid, CPR, and Sport Safety certification. Cr 3.

PHE 391 Field Experience/Internship
Practical field work in a coaching area. The student will be assigned as an assistant coach in a sport for a season. Supervision, evaluation, and guidance of the student will be provided by a staff member who is responsible for that coaching area. Prerequisites: PHE 203, PHE 302, PHE 314. Restricted to students in coaching certificate program. Cr 1-6.

PHE 398 Independent Study in Physical Education
Provides students who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest, bearing upon it previous course experience and emerging with an intellectually sound, coherent synthesis reflecting a high caliber of performance. Prerequisite: permission of instructor. Cr 1-6.

SED 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 (RtI); 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. Cr 3.

SED 420 Multi-Tiered Systems of Educational Support (MTSS)
This course introduces participants to the concepts of multi-tiered systems of supports, both for academics and behavior including students with suspected or identified disabilities. Students will develop an understanding of the defining characteristic of MTSS: data-based decision making and problem solving, continuous progress monitoring, and using a continuum of evidence-based interventions for Tiers 1 and 2. Students will develop behavior and classroom design strategies for establishing a productive learning environment. The course includes an applied project as part of a school-based field experience. Prerequisites: SED 335 or Instructor permission. Cr 3.

Graduate (Back to top)

ECE 510 Montessori Overview: Elements of Teaching and Learning in a Montessori Early Childhood Environment
This course, as the introductory course for the Montessori Early Childhood Teacher Education Program concentration, offers an overview of the philosophy and methods of Montessori education in early childhood settings. In this interactive format, participants will explore the possibilities of utilizing the elements of the Montessori model for practical applications in their classroom environments. Teachers will have the opportunity to design original Montessori based materials. This course gives students the opportunity to connect Montessori theory and practices and incorporate them into best practices in their educational environments. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP) or by instructor permission. Cr 3.

ECE 511 Classroom Leadership and Environmental Design in an Early Childhood Montessori Classroom
This course covers Montessori's theory of the interrelated curriculum, as it relates to strategies of classroom leadership and strategies that gain the child's confidence, cooperation and attention, thereby helping to develop a pattern of respect for authority. Environmental design techniques that can be applied to the physical environment and their application to classroom management are also discussed. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 512 Montessori Principles and Philosophy
Through a series of readings, lectures, class discussion, writing assignments, and evaluations this course will discuss Maria Montessori's life, the beginning of the Montessori Method and theory of the interrelated curriculum as developed by Maria Montessori in the early 1900's, its growth over the years, and the specifics of the Montessori Philosophy (i.e., absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child, etc.). It will also look at how the Montessori principles, materials, teacher, and environment relate to and respect the developing child from birth through 6 years. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP) or by instructor permission. Cr 3.

ECE 513 Child Development, Family, and Community in an Early Childhood Montessori Classroom
This course examines Montessori's theory of the interrelated curriculum, in a study of the developmental patterns of young children. The major emphasis is on the intellectual and emotional development of children during the first six years of life. Major topics covered in this course are the writings and philosophies of past and current theorists; current trends in family dynamics; and local community resources. This course also looks at the interactions among children, family, school, peers, media, and community, with an emphasis on ethnic and ability/learning diversity, social class, gender roles, and their impact on behavior, values, morals, and attitudes. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 514 Practical Life and Daily Living in an Early Childhood Montessori Classroom
This course examines Montessori's theory of the interrelated curriculum, as it relates to five major categories: Care of the Self; Care of the Environment; Grace and Courtesy; Control of Movement; and Food Preparation. Along with presenting the philosophy and rationale of Practical Life and Daily Living in the Montessori method, this course covers information and lessons on classroom guidelines, courtesy, control of movement, care of the person, care of the environment, and food. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 515 Sensorial in the Early Childhood Montessori Classroom
This course examines Montessori's theory of the interrelated curriculum, as it relates to the philosophy and rationale of the sensorial area and presentation of the sensorial materials aiding the development and refinement of the senses. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 516 Assessment and Observation in an Early Childhood Montessori Classroom
This course provides a framework for studying Montessori's theory of interrelated curriculum, by examining the formative use of classroom assessment in an early childhood Montessori classroom. This includes developing skills using direct observation as a tool for studying children, gathering evidence of their learning, using that evidence to design instruction, communicating clear expectations and giving appropriate and meaningful feedback to children and their parents. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 520 Language Arts in the Montessori Early Childhood Classroom
Montessori's theory of interrelated curriculum is examined as it relates to the philosophy and rationale of the language arts area and its materials. Major topics covered are the materials and exercises that foster receptive and expressive language experiences, visual and auditory perceptual experiences, vocabulary development and enrichment along with reading and writing development: pre-writing exercises: metal insets, small muscles exercises; vocabulary cards, story reading, letter recognition games, sequencing activities, etc.; early writing exercises: tracing and writing individual letters; early reading exercises: sounds of individual letters, moveable alphabet to form words, object or picture classification to isolate individual vowel and consonant sounds; non phonetic words; blends; diagraphs; long vowel patterns; reading as a tool: word definition cards; grammar: noun, verb, adjective; writing simple sentences; writing poetry; and writing descriptions. Students will also become familiar with children's literature and learn skills in reading books to children using expression, intonation, inquiry and prediction. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 521 Mathematics in an Early Childhood Montessori Classroom
Montessori believed that a child's' mind was mathematical and based on the order and perceptual awareness found in the development of the senses. The acquisition of mathematical principles is seen as developing logically from concrete to abstract and simple to complex. This course examines Montessori's theory of interrelated curriculum, by exploring the philosophy and rationale of the Montessori curriculum in the mathematics area and the presentation of the Montessori math materials that aid in the development of Mathematical concepts and skills: introduction to numbers, counting, the decimal system, the four basic operations of the decimal system, understanding and recall of facts, and fractions. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 522 Science in an Early Childhood Montessori Classroom
Montessori's theory of the interrelated curriculum holistically joins the sciences. Students will become familiar with the Montessori presentations

in science as they relate to contemporary educational thought. Activities are demonstrated that focus on the characteristics, parts, and classification of plants and animals as well as simple science experiments that children can do independently. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 523 Social Studies in an Early Childhood Montessori Classroom
Montessori's theory of the interrelated curriculum holistically joins history and geography. Students will become familiar with the Montessori presentations in these subject areas through study of globes, landforms, puzzle maps, flags, timelines, and the concept of time. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 525 Early Childhood Practicum in a Montessori Classroom
The purpose of the Practicum is to provide the intern with the opportunity for personal and practical experiences in a teaching / learning experience as an Early Childhood Montessori teacher with children ages 2 1/2 through 6 year age. It also provides a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. This course is intended to allow the student time to experiment with teaching the cosmic lessons, develop new curriculum materials, as well as manage the daily routines of an early childhood classroom. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 526 Early Childhood Internship in a Montessori Classroom
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching in an early childhood Montessori classroom. The purpose of the internship is to provide the intern with the opportunity for personal and practical experiences in a teaching / learning experience as an Early Childhood Montessori teacher with children ages 2 1/2 through 6 years of age. It also provides a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. This course is intended to allow the student time to experiment with teaching the cosmic lessons, develop new curriculum materials, as well as manage the daily routines of an early childhood classroom. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

EDU 501 Secondary Science Methods
The course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the high school and middle school. The emphasis is on content, process, and methodology and will help interns develop knowledge of how to teach (pedagogy) and, more specifically, knowledge of how to teach science (pedagogical content knowledge). Students will learn strategies for planning and providing core academic and behavioral experiences to all learners. Prerequisites: Open to matriculated interns in the ETEP program or by Teacher Education Department permission. Cr 3.

EDU 502 Secondary English Methods
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 interns in the ETEP program or by Teacher Education Department permission. Cr 3.

EDU 503 Foreign Languages Methods
This course provides an introduction to the theory and practice of teaching and learning foreign languages at the middle and high school based upon current research and national and state standards with a central focus on communicative language teaching. Students examine theories of second language acquisition, techniques for teaching interpersonal, interpretive, and presentational modes of communication, as well as literature and culture. The course explores task-based instruction, the use of culturally authentic materials, the integration of technology as well as means of performance-based assessment and grading Prerequisite: Open to matriculated students in ETEP, the Modern and Classical Languages and Literature Education TED Pathway or by Teacher Education Department permission. Cr 3.

EDU 504 Secondary Social Studies Methods
This course focuses on ways to organize and teach social studies classes at the middle school and high school levels. Various theories for teaching social studies, national and state standards, and current research work to serve as the backdrop for creating classroom activities that connect the topics to the students' lives. The instructor will demonstrate various strategies involved in designing and managing a student-centered curriculum. Prerequisite: Open to matriculated ETEP students or by permission of the Teacher Education Department. Cr 3.

EDU 505 Teaching Mathematics 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. Prerequisite: ETEP or TEAMS program admission. Cr 3.

EDU 511 Children's Literature
This course is designed for teachers who wish to develop a deeper understanding of the literature written for children ages 4-12 and who want to

become competent and creative catalysts in bringing children to books. Attention is given to standards of selection, curriculum implications, and methods of using books to individualize reading instruction. Students are expected to read widely in juvenile collections in order to establish a basis for selecting appropriate literary fare. Cr 3.

EDU 513 Adolescent Literature
This course is designed for middle or secondary teachers who wish to develop a deeper understanding of literature for adolescents and who needs to learn how to help young people read widely. Attention will be given to the dynamics of adolescence, individualizing reading, standards of selection, and creative methods of introducing books. Cr 3.

EDU 514 Improving Teaching in Content Areas through Literacy
This course explores literacy techniques and processes that can be applied by content teachers to enhance learning. Emphasis is on competencies that students use in content areas and strategies for teaching them how to apply them–a process of integrating the teaching of reading, writing, and study skills while teaching subject matter. The course has practical application for all classroom teachers. Cr 3.

EDU 521 Digital Literacies and Education
In this course, students explore the use of technology in K-12 education with a focus on literacy in the 21st century. Learners gain insight and experience in the effective integration of technology in literacy education through experiential learning, discussion, readings, and design of lessons and activities. Students examine related educational and societal issues through both academic and mainstream lenses in the context of relevant standards Cr 3.

EDU 527 Understanding and Teaching Diverse Learners
This course introduces students to the diversity of learners in schools in the 21st century. Students will understand the principles and practices of universal design in education, differentiation, and culturally responsive pedagogy in curriculum and lesson planning and implementation. Prerequisites: Open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 1-3.

EDU 541: Seminar I: Understanding Diversity, Diverse Learners and Equitable Teaching Practices
This seminar, the first in a three course sequence, helps students build a professional learning community in which they can explore how they promote equitable and engaging teaching practices. They will explore frameworks for understanding how diversity and inequity affect teaching and learning in today's schools. Students will begin to analyze how their own cultural backgrounds and those of school communities influence educational practices and understand the principles of universal design in education, differentiation, and culturally responsive pedagogy for lesson planning. Prerequisites: Open to matriculated students in the MSEd in Teaching and Learning or by Teacher Education Department (TED) permission. Cr 3.

EDU 542 Seminar II: Supporting Diverse Learners through Equitable Teaching and Assessment
The second in a three-course series of seminars, the course focuses on students honing their instructional and curriculum planning practices in support of equitable and engaging teaching, Students will develop their personal philosophy of teaching and perfect their craft through ongoing discourse, reflection and inquiry. Specific topics include methods for knowing learners, instruction strategies based on the practices of universal design for learning, differentiation and culturally responsive teaching, lesson and mini-unit planning, classroom management, basic assessment practices, and technology integration. Prerequisites: Open to matriculated students in the MSEd in Teaching and Learning, or by Teacher Education Department (TED) permission. Co-requisite: EDU 544, EDU 644 or EDU 613. Cr 3.

EDU 544 Applied Pedagogy
This course is a part-time, supervised internship experience in applying knowledge and skills under study in their coursework to the practice of teaching. An intern completes a semester-long classroom placement in which she/he is assigned to a mentor teacher in an elementary, middle, or secondary classroom in a school. The intern completes a minimum of one week of lead teaching. Prerequisites: Open to matriculated interns in ETEP and TEAMS or by permission of the Teacher Education Department. Cr variable (1-3).

EDU 545 Seminar III: Supporting Diverse Learners through Equitable Teaching and Assessment
This seminar, the final in a 3-seminar series, focuses on deepening students' practice of equitable teaching. Through this course students will continue to understand the diversity of students, specifically learners' readiness for curriculum and setting demands, and the instructional and assessment practices that support students. Students will continue to assess and demonstrate their professional competence and develop their teaching practice through ongoing discourse, reflection and inquiry. Specific topics will include curriculum barrier /learner readiness analysis; application of universal design for learning, differentiation and culturally responsive teaching practices in unit planning, assessment and grading practices and professionalism. Prerequisites: Open to matriculated students in the MSEd in Teaching and Learning, or by Teacher Education Department (TED) permission. Co-requisite: EDU 613 or EDU 644. Cr 3.

EDU 550 Instructional Strategies for Secondary Teaching
This course explores the historical, philosophical and political foundations of contemporary secondary schools, pedagogy and curriculum as means to understand how instructional and curricular choices are made. It also assists students in developing a repertoire of instructional strategies through modeling, practice, and reflection. Students hone their skill in choosing and using student-centered, thinking-orientated instructional strategies, addressing students' diverse learning needs through varied learning activities. Open to matriculated students in the Secondary Mathematics Education TED Pathway Cr 3.

EDU 551 Teaching Social Studies K-8
This course is designed to provide students with a general understanding of the guiding principles and the strands of social studies. Students will gain a working knowledge of the best practices in social studies instruction and the goals of social studies education. Students will create lesson plans and incorporate appropriate instructional methods and materials as part of the course requirements. Prerequisites: Open to matriculated interns in the ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 3.

EDU 552 Teaching Science K-8
This course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the elementary and middle school. The emphasis is on content, process, and methodology. The course will be framed by the Department of Teacher Education's Core Practices, Maine's Learning Results, the National Science Education Standards, and by the students' goals about the teaching and learning of science. Students will learn strategies for planning and providing core academic and behavioral experiences to all learners and differentiated academic and behavioral experiences for learners with special needs. Prerequisites: Open to matriculated students in the ETEP or TEAMS programs, or by Teacher Education Department permission. Cr 3.

EDU 554 Secondary Mathematics Methods
This course, intended for those preparing to teach mathematics at the 7-12 level in the state of Maine, provides experiences to develop and apply mathematical content knowledge and pedagogical skills in middle and secondary school classrooms. Major areas of focus include: how students learn mathematics, conceptual development of mathematical understandings, problem-solving instructional strategies, appropriate and effective uses of tools and technology, assessment of student learning, and providing equitable access to learning for all students. Prerequisites: Open to matriculated students in ETEP, the Secondary Mathematics Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 3.

EDU 557 Teaching Writing to Multilingual Learners
This course focuses on developing and improving writing skills for English language learners (ELLs), by examining second language acquisition and writing theories and how they inform classroom practice. It is designed to equip teachers with the dispositions, knowledge, skills and strategies to implement writing instruction for ELLs at all levels of proficiency. Students gain firsthand experience using the writing process. They will draw on current research, theory, and classroom practice, leading to the development of instructional programs that will meet the needs of their ELLs. Cr 3.

EDU 558 Content-Based Curriculum for English Language Learners
This course focuses on the factors necessary for the development and implementation of relevant content learning for second language students of all age and proficiency levels in the public school setting. The course explores the theoretical background and models of strategies for insuring competent delivery of appropriate language and content in a multilingual context. A co-construction approach incorporating the backgrounds and experiences of course participants is the principle methodological approach. The framework of the course is a pedagogical focus that incorporates scaffolding, differentiated instruction, independent learning strategies, critical thinking, and assessment. Cr 3.

EDU 559 Aspects of Reading for Multilingual Learners
This course examines the role of literacy in the K-12 and adult classroom for linguistically and culturally diverse learners in local and global contexts. A critical analysis of the developmental nature of the reading process as it applies to young learners, as well as application to older learners with varying degrees of first language literacy, is a major emphasis. An examination of first language and cultural and linguistic diversity influences on reading in a second language and multiliteracies in the light of current applied linguistics research is also a major emphasis. Cr 3.

EDU 561 Aspects of the English Language
This is a practical course for the prospective or continuing ESL teacher which will examine the various linguistic elements of the English language and their relevance to the teaching process of English as a Second or Other Language. We will be focusing on analyzing the grammatical and phonological aspects of the English language as well as looking at morphology and lexis, semantics, and such social aspects of the language as register and speech variation. Primary emphasis will be placed on a better understanding of English through class discussion, oral presentations, and practical application for teaching in the ESL classroom. Cr 3.

EDU 562 Linguistic and Cultural Diversity in the Classroom This course examines the nature of language and cultural differences among learners of various ethnic and racial backgrounds. The exploration of diversity provides opportunities for participants to develop a personal awareness of the role of cultural conditioning in classroom encounters; to reflect on and to confront personal biases as they relate to teaching; to acquire the skills and resources for an ethno-relative approach to delivering instruction; and to make language- and topic-related choices compatible with learner differences. Cr 3.

EDU 563 ESL Testing and Assessment
The focus of this course is on learner-centered approaches to constructive evaluation of language and content. Emphasis is predominantly on authentic, performance-based assessment practices but also include the role of criterion-and norm-based formal testing procedures within a holistic evaluation framework. Comprehensive evaluation of language involves the whole learner, including an integrated approach incorporating socio-cultural, academic, and cognitive perspectives. Also included is an understanding of biases influencing formalized second language testing. Cr 3.

EDU 565 Teaching Reading in Grades K-8

In this course students will learn to use evidence-based instruction to teach reading in grades K-8. Students will examine theories and current research on reading development and process in order to effectively instruct and assess all readers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple strategies to support reading development and promote children's proficiency in state standards. Additionally, digital literacies, reading across the curriculum, and ways to engage and motivate readers will be emphasized. Prerequisite: Admission to candidacy (must be concurrently enrolled in a student teaching internship), or LLC Department approval. Cr 3.

EDU 566 Teaching Writing in Grades K-8
In this course students will learn to use evidence-based instruction to teach writing in grades K-8. Students will examine theories and current research on writing development and process in order to effectively instruct and assess all writers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple writing strategies across various genres to support writing development and promote children's proficiency in state standards. Additionally, students will explore the use of technology and participate in writing sessions to develop as writers and teachers of writing. Prerequisite: Admission to candidacy (must be concurrently enrolled in a student teaching internship), or LLC Department approval. Cr 3.

EDU 599 Independent Study in Teacher Education
This course provides students the opportunity to pursue a project independently, planning and exploring an area of interest within the field of teacher education. Most independent study projects are library based; all are intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Matriculation into MTL program. Cr 3.

EDU 600 Research Methods and Techniques
This course studies the concepts, principles, and techniques of educational research with an emphasis on scientific inquiry and problem solving, designed for both the producer and consumer of educational research. Individual critiques and research reviews are completed. Prerequisite: open to matriculated students only. Cr 3.

EDU 601 Naturalistic Inquiry and Qualitative Research
This course introduces students to an approach to educational research that studies schools as natural settings. Depending largely on qualitative methods, students learn the assumptions underlying field research and develop the ability to read qualitative/naturalistic studies critically and to do small site-based research projects. Prerequisite: EDU 600 or permission of instructor. Cr 3.

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

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

EDU 605 Teaching, Learning, and Assessment
This course develops students' knowledge of testing and assessment and provides opportunities for students to apply that knowledge to instruction and curriculum issues. Students will review the critical roles of teachers and administrators in testing and assessment. Participants will examine concepts such as curriculum alignment, opportunity to learn, equity, and fairness, and relate these concepts to classroom assessments and other common district and statewide standardized assessments. Participants will address issues such as validity, reliability, and standard setting in the context of diverse perspectives about the construction, production, and interpretation of knowledge. Cr 3.

EDU 607 Teacher Research in Literacy
One type of research that now largely informs our knowledge of literacy learning and instruction is ethnographic in nature. More and more of it is the work of teacher researchers. The purpose of this course is to enable students to become generators of new contextualized knowledge through their own classroom-based research and inquiry. Students will be introduced to major research paradigms and will learn and practice techniques of data collection and analysis. Naturalistic methods of studying literacy learning in real classroom contexts will be emphasized. During the course of the semester each student will generate a research question, design an action research study or piece of naturalistic inquiry that will help answer the question, collect and analyze sample data, and summarize findings or revisions necessary to improve the study. The class will function as a community of researchers; a substantial portion of class time will be spent working in small groups. Prerequisites: EDU 565, EDU 620, or EDU 559 and EDU 566, EDU 626 or EDU 557. Open to matriculated students only. Cr 3.

EDU 612 Practicum/Seminar
This practicum/seminar, for experienced teachers in the teacher leadership program, is a two-semester, field-based project and concurrent seminar requiring a culminating activity in which the student utilizes the major learnings from the program in identifying and applying problem-solving strategies to a specific area of concern in a field setting. A written practicum report will be presented and discussed in an open forum. Cr 6 (3 credits each semester).

EDU 613 Professional Internship in Secondary Education
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a semester-long classroom internship in which she/he is assigned to a mentor teacher and classroom. The intern completes a minimum of two weeks of lead teaching. Prerequisites: Open to matriculated interns in ETEP, the Secondary Mathematics Education TED Pathway, the Modern Classical Language and Literature Education TED Pathway. Cr variable (1 – 6).

EDU 615 Middle Level Curriculum Organization
This course provides an opportunity to examine realities and possibilities of middle school curriculum design and content and to explore various longstanding controversies about the relationship between curriculum and the world, curriculum and learners, curriculum and the academic disciplines, and curriculum and educational aims. Moreover, it delves into conceptions of knowledge, knowing, and learning and into who has access to all three. The course investigates both middle school curriculum theory and curriculum practices, invites students to critique current and past approaches, and then develop a curricular approach of their own. It looks closely at the impact of curricular practices on the welfare of students and society. An important goal of the course is to provide opportunities for students to develop their own standards and naming the institutional contexts necessary for supporting those standards. Students should leave the course with a clear idea about what curricular approaches they think serve the welfare of middle school students and the larger society. Cr 3.

EDU 617 Teaching at the Middle Level
This course provides an understanding of the role the teacher plays in the intellectual, social, emotional, and personal development of young adolescents. Students investigate, try out, and evaluate responsive teaching strategies and explore the design and structure of advisor/advisee programs and curricula. Cr 3.

EDU 620 Reading Development and Instruction
Becoming a skilled reader is a developmental process. Although literacy acquisition is continuous, distinct stages of reading growth may be discerned as students become accomplished readers. The course provides a theoretical framework for sound instructional practices based on a cognitive, developmental perspective. Major emphasis is on using literature-based instruction. Current issues in the teaching of reading will be examined and the application of literacy practices to ESL, adult basic education, and special needs populations will be addressed. Suggested readings represent current research and practice. In addition to the texts, students are expected to read professional books and journal articles, synthesize information from readings, and generate implications for literacy instruction. Case studies and simulation exercises will be used to provide practical applications of the course content. This course is intended for classroom teachers, administrators, and other educators. Cr 3.

EDU 621 Literacy Problems: Assessment and Instruction
This course conceptualizes reading assessment as a process of becoming informed about learners. The course focuses on the development of diagnostic insights and corrective strategies for struggling readers of all ages. Current trends from research and practice are explored. Case studies and in-class practica help teachers implement effective procedures in the classroom. Cr 3.

EDU 622 Designing and Managing Literacy Instruction, PS-3
This course focuses on the development of language (both oral and written) in children 3-8 years of age. Content includes the characteristics of language learners, the conditions that promote emergent literacy, and organization and management of literacy instruction in the primary grades. Cr 3.

EDU 624 Schools and the Classroom
This course relates cultural, historical, philosophical, sociological, and curricular foundations of education. Students study how schools work as organizational cultures and how classrooms function as learning environments through an analysis of personal teaching contexts. Prerequisites: Completion of one of the following teacher certification programs: TEAMS, ETEP, CLASS, the Secondary Mathematics Education TED Pathway, or the Modern Classical Language and Literature Education TED Pathway. Cr 3.

EDU 626 The Writing Process
This course focuses on the study of writing development in children and how teachers can facilitate writing through a process approach. Many writing strategies for the classroom and the individual writer will be modeled and put into practice. In addition, students will investigate specific areas of interest to improve their own writing and writing instruction. Through participation of writing lessons and workshops, students will develop their own pieces of writing, examine the needs of diverse learners, design instruction for varying developmental stages of writers, explore the use of technology, and understand the implications of national, state, and local standards. Prerequisite:. This course is intended for classroom teachers, administrators, and other educators. Cr 3.

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

EDU 634 Seminar in Literacy Research
The course provides a cultural-historical lens to literacy and reviews current research trends in literacy theory and practice. Students will review and analyze contemporary research. This course is intended to be the last class in the literacy education master's sequence (except EDU 639);

CAS students may request permission to enroll. Prerequisites: By program permission. Cr 3.

EDU 635 Seminar in Second Language Literacy
This course integrates the knowledge base acquired in core ESL literacy courses by focusing on the characteristics of a fluent second language reader and writer. There will be an analysis of first language reading models and their relevance to literacy acquisition in English as a second language. The impact of variables such as native language proficiency, perception, lexical knowledge, cognition, metacognition, and culture will be examined. This course is intended to be the last class in the literacy education master's sequence (except EDU 639); CAS students may request permission to enroll. Prerequisites: By program permission. Cr 3.

EDU 636, Teaching Adolescent Writing
This course focuses on the writing needs of the adolescent learner. Students will extend their knowledge of process writing, examine the role of the writing teacher across disciplines, and consider going beyond formula to include multiple genres in all subjects. In addition, students will deconstruct texts for writing instruction, examining voice, style, structure, values, and authority. The role of technology for gathering and sharing information and alternative assessments will be included. Prerequisites: One course from the following list: EDU 566, EDU 557, EDU 626, EPB 596, EPA 509; or instructor permission. Cr 3.

EDU 638 Advanced Second Language Acquisition
This course examines a broad range of second language acquisition (SLA) theories and applies them to English as a Second Language (ESL) pedagogy. This advanced course focuses on the exploration of second language acquisition as a complex phenomenon and aims to generate in the students a personally meaningful, context-relevant understanding of the phenomenon. Students will be able to relate current theories of SLA and existing empirical research to their daily needs as teachers. Prerequisites: EDU 561 Aspects of the English Language. Cr 3.

EDU 639 Practicum in Literacy Education
This course requires the application of strategies for planning and implementing literacy programs for students at different stages of reading progress. Tutoring experiences are augmented and related to the professional literature and research through frequent opportunities to explain and discuss observations in seminars. Extensive reading from basic texts, current references, and periodicals are stressed. Emphasis is on the appropriate application of research-validated teaching and diagnostic techniques in supervised settings. Prerequisites: Program permission. Cr 6.

EDU 640 Professional Internship in English as a Second Language
This internship is a full-time, supervised clinical experience in applying knowledge and skills to the practice of teaching. An intern completes a classroom placement in which she/he works cooperatively with a mentor teacher and a University supervisor in addressing the USM teaching standards. The culminating event is a lead teaching experience during which the intern had primary responsibility for guiding the instructional program for students who have been part of the internship. Prerequisite: Open to matriculated candidates in certification programs. Cr 3.

EDU 642 Classroom Assessment
This course focuses on the formative use of classroom assessment, including developing a repertoire of valid and reliable assessment methods, communicating clear expectations, giving meaningful feedback, and involving students in assessment. Students share experiences and practices with each other, discuss and reflect upon relevant readings, apply learning in classroom settings. The course is not recommended for first-year teachers or those who have just completed the certification program and are still seeking employment as teachers. There is a practicum requirement for those who are not employed as teachers or education technicians. Prerequisites: Completion of ETEP or TEAMS 9-month teacher certification internship. Cr 3.

EDU 643 Inquiry in Education
This course focuses on inquiry in the field of education, including the development, implementation and evaluation of research project focused on classroom practice or educational policy issues. This course is designed as a capstone for the master's in Teaching and Learning and is taken in the last semester of the MTL program. Candidates completing special education or ESL certification will conduct research in their respective field. Prerequisites: Completion of ETEP or TEAMS 9-month teacher certification internship and EDU 600; or by special permission of the instructor. Cr 3.

EDU 644 Professional Internship in Elementary Education
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a semester-long classroom internship in which she/he is assigned to a mentor teacher and classroom. The intern completes a minimum of two weeks of lead teaching. Prerequisites: Open to matriculated interns in ETEP and TEAMS. Cr variable (1-6).

EDU 651 Instructional Strategies for Secondary Teaching
This course explores the historical, philosophical, and political foundations of contemporary secondary schools, pedagogy, and curriculum as a means to understand how instructional and curricular choices are made. It also assists students in developing a repertoire of instructional strategies through modeling, practice, and reflection. Students hone their skill in choosing and using student-centered, thinking-oriented instructional strategies, addressing students' diverse learning needs through varied learning activities. Prerequisites: Open to matriculated ETEP interns and by Teacher Education Department permission. Cr 3.

EDU 652 Curriculum Design
This course is designed to develop an understanding of the levels of policy decisions about curriculum selection and implementation and how

teachers develop curriculum for units, grade levels, and subject areas. Major areas of focus include the governance of curriculum, backward planning design process, curriculum mapping, and the development of a conceptual framework which demonstrates the interconnections of curriculum, instruction, and assessment. Prerequisites: EDU 550 or 651 and matriculation in ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department permission. Cr 3.

EDU 665 CAS Directed Study
This course provides CAS students with an opportunity to focus on long-term applied research projects near the beginning of their programs of study, rather than wait until they have completed their regular CAS coursework. Some students enter the program having embarked upon long-term projects that will positively impact their schools or school systems. This capstone option gives them the opportunity to combine work on those projects at the same time that they take other graduate courses in their individual CAS programs. This project will be carried out through the program, but the culminating synthesis should take place in the last academic year of the program. Cr 3-6.

EDU 667 Professional Educator Capstone
This course is designed for students who are completing the Professional Educator program. It provides students with the opportunity to conduct an action research project in which they develop strategies to solve a problem of practice. Students will identify a problem that present barriers to student learning, conduct a review of relevant literature, collect and analyze data, devise a solution or intervention, and present findings to an authentic audience. The course takes the form of a professional community where students engage in collegial interaction, peer learning, and reciprocal feedback. Prerequisite: completion of 30 credits towards the M.S. Ed: Professional Educator. Cr. 3

EDU 670 Introduction to Educational Leadership
This course is designed to be the first course taken in the educational leadership program which may lead to certification as a principal, special education director, or curriculum coordinator. The course has two major foci: the characteristics of good leadership and the skills of effective educational leadership. Since many students who enroll in this course are exploring a career transition into administration, a goal of the course is to give participants a clear understanding of the decisions faced by educational leaders, the skills and knowledge necessary to perform effectively, and to give participants an opportunity to explore strategies for balancing the demands of the job, personal commitments, and responsibilities. Cr 3.

EDU 671 Organizational Behavior
This course will explore the interactions between individuals and the systems in which they live and work. Organizational behavior is the utilization of theory and methods of academic disciplines for understanding and influencing behavior in people in organizations. Individual and group level of analysis are included in covering such topics as diversity, perception, communication, motivation, power, group development and performance, innovation, quality, individual effectiveness and development, leadership, and intergroup behavior. Cr 3.

EDU 672 Political and Community Leadership
Educational leaders must be influential beyond the school system as well as within it. Distribution of power and influence across interrelated social systems is seldom equal leading to competition for bases of influence. This course examines the ramifications of this social circumstance for education with emphasis on administrative decision making. Cr 3.

EDU 677 Seminar in School Management
This course, through the use of case studies, simulations, readings, presentations, and discussions will focus on students: (1) learning the nuts and bolts needed for daily management, (2) examining current issues facing the principalship, (3) learning strategies for managing and understanding oneself within the principal's role, (4) studying specific financial skills required of the principal and, (5) articulating positions on current educational practices, and developing an educational leadership philosophy. Prerequisite: instructor permission. Cr 3.

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

EDU 679 Evaluation and Supervision of Teaching
This is an introductory course focused on evaluating and supervising teaching performance. As the teaching students may supervise ranges from preschool through adult education in a variety of subject areas, this course offers a framework of supervisory concepts and asks students to apply these concepts to the settings and clientele they would likely encounter. The major product of this course is a platform for articulating one's beliefs and espoused practices for evaluating and supervising teaching in a setting specified by the student. Cr 3.

EDU 680 Professional Learning in Schools
This course is designed for students in administration and teacher leadership and examines the theory and practice of staff development in schools and other human service settings. Building on current research on adult development, organizational analysis, and school improvement, students develop an understanding about the structure and process of staff development planning, programming, implementation, and evaluation. A final project applying class learnings to a work setting is required. Cr 3.

EDU 683 School Finance

This course provides a working knowledge and understanding of Maine state law and of school system finances and the funding process. An historical perspective is explored as well as current issues and problems on a statewide and national level. Specific emphasis is given to revenue generation and distribution, state and federal influences, local tax issues, budget development, budget management, and budget administration and control. Cr 3.

EDU 685 Internship in School Administration
This three-semester, nine-credit course (three credit hours each semester) combines the 240-hour internship field experience with the development of an applied research project in educational administration. The early focus of the course is on the internship in a school setting designed jointly by the student, the internship supervisor, and a school-based field supervisor. The internship is designed to encourage application of formal coursework to the management issues that face school leaders in the workplace. Out of the internship activities students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management and a study of community demographics and formulate a leadership project based on an issue of importance to the school. Each student will be required to produce a written report on the project and to defend it verbally at the conclusion of this course. Prerequisite: Instructor permission. Cr 9.

EDU 686 Internship in Special Education Administration
This three-semester nine-credit course (three credit hours each semester) serves as the capstone experience in the educational administration program for aspiring special education directors. The internship is designed to immerse the student in the everyday tasks of the special education director, providing an opportunity for the student to actually apply the skills and knowledge gained throughout the educational leadership program. The early focus of the course is on the internship in a district setting designed jointly by the student, the internship supervisor, and a district special education director. Out of the internship activities students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management related to special education and a study of community demographics/child find and formulate a leadership project based on an issue of importance in special education at the school or district level. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Taken at the conclusion of a student's program. Cr 9.

EDU 687 Internship in the Superintendency
This two–semester, six-credit course (three credits each semester) is designed to immerse the student in the everyday tasks of the superintendent of schools providing an opportunity for the student to actually apply the skills and knowledge gained throughout the educational leadership program. This course, made up of field experiences in the school superintendency, is designed to meet certification requirements and to prepare individuals for the position. The internship is designed to encourage application of formal coursework to the leadership and management issues that face superintendents in the workplace. Out of the internship experience, students will develop a project, in which they will be expected to take a leadership role in designing, implementing, and assessing a project that addresses an important district-wide educational issue. Prerequisite: Instructor permission. Program capstone. Cr 6.

EDU 688 Internship in Curriculum Administration
This three-semester, nine-credit course (three credits each semester) serves as the capstone experience in the educational leadership program for aspiring curriculum coordinators. The internship is designed to immerse the student in the everyday tasks of the curriculum coordinator, proving an opportunity for the student to actually apply the skills and knowledge gained throughout the program,. The early focus of the course is on the internship in a district/central office setting designed jointly by the student, the internship supervisor, and a curriculum coordinator. Out of the internship activities, students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management related to special education and a study of community demographics and formulate a leadership project based on an issue of curriculum/instructional importance to the district/school. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Program capstone. Cr 9.

EDU 690 Introduction to Athletic Administration
The course will give students an overview of the roles and responsibilities of athletic administrators and the knowledge and skills necessary to become effective athletic program leaders. In addition, students will gain understandings of themselves and of their potentials to function as effective leaders within federal, state, and local regulatory frameworks. Cr 3.

EDU 691 Sports Law and Regulation Compliance
The course will give students an overview of the roles and responsibilities of athletic administrators and the knowledge and skills necessary to become effective educational leaders. In addition, students will gain understandings of themselves and of their potentials to function as effective leaders within federal, state and local statutory and regulatory frameworks. Cr 3.

EDU 695 Topics in Professional Education
This course is a Foundations Course that is designed for students who are beginning the Professional Educator Program. It will serve students who enroll in a cohort concentration through the Professional Educator, providing them with the opportunity to become familiar with a topic of common interest or concern (example STEM education, English education, etc.) that lays the foundation for future study. The course takes the form of a professional community where students and the instructor engage in collegial interaction, peer learning, and reciprocal feedback. Prerequisite: Enrollment in a cohort concentration of the Ms. Ed in Professional Educator. Cr 3.

EDU 697/SPY 698 Statistics I
This course provides training in the knowledge and skills necessary to select and use a range of statistical methods for educational and

psychological research. Students will learn and use basic parametric and non-parametric statistical procedures, including Chi Square, t-tests, and Analysis of Variance. Prerequisites: EDU 600 or equivalent and permission of instructor.
Cr 3.

EDU 698/SPY 698 Statistics II
This course provides training in advanced applications of statistical methods for educational and psychological research. Students will learn and use complex statistical procedures, such as Multiple Analysis of Variance, multiple regression, and structural equation modeling. Prerequisites: EDU 697 and permission of instructor. Cr 3.

EDU 699 Independent Study
This course provides an opportunity for students to pursue a topic of interest on an independent basis. The specific content and evaluation procedures are arranged with an instructor. Prerequisite: Permission of supervising instructor and the department chair. Cr var.

EDU 701 Foundations of Education Policy and Research

This six hour, two-semester course follows PPM 707. It focuses on selected educational reform policies from historical, social, and political perspectives and the research designs that are appropriate for studying them empirically. Students will engage in careful readings and critical analyses of primary, empirical, and peer-reviewed studies of educational reform policy formation and implementation, and they will examine appropriate designs for doctoral research along these lines. The reform policies that will be considered will reflect recurring issues and the dilemmas they pose for educational leaders. These include, but are not limited to: multiple and conflicting educational aims and purposes, upgrading the teaching profession (preparation, recruitment, retention, development), evaluating student achievement and teaching effectiveness, reducing inequalities in student opportunities and outcomes, and the interplay between corporate and non-corporate models of schooling. The following research designs will be emphasized: qualitative and mixed methods case studies, interview studies, content analyses, survey research, correlation studies, experimental studies, and ex-post /causal comparative studies. As part of the course, students will be introduced to doctoral faculty and their areas of research. Prerequisites: Acceptance into the Ph.D. program and successful completion of PPM 707. Cr 6 (three each semester).

EDU 702: Contemporary Issues in Education Policy and Leadership
This course builds on EDU 701 and examines the role of the local, state, and federal government in creating educational policy to address contemporary education-related issues, and the impacts and challenges they pose for leadership in the context of federal, state, and local environments. As a group and individually, students will engage in careful readings and critical analyses of position papers, primary, empirical, and peer-reviewed studies that deal with current issues in educational policy drawn from various topics and from diverse political paradigms. Prerequisites: Successful completion of EDU 701. Cr 3.

EDU 705 Data Collection and Analysis in Education Research
This six hour, two-semester course follows EDU 701. This course focuses on mixed methods for conducting research in education policy and leadership. The course's emphasis is on the quantitative and qualitative methods of data collection and analysis that are appropriate for studying issues in the fields of education policy and leadership. Students will develop research questions and appropriate data collection and analysis methods for studying these questions. The following research designs will be emphasized: qualitative and mixed methods case studies, interview studies, survey research, correlation studies, experimental studies, and ex-post /causal comparative studies. Prerequisites: Acceptance into the Ph.D. program and successful completion of EDU 701. Cr 6 (three each semester).

EDU 706 Evidence Based Practice and Programs
This course focuses on conducting evidence-based reviews of the design, implementation, and impacts of current education policy, policy initiatives, and education reforms. Using the frameworks articulated by Canon, Rushcamp & Freeman (1990), Spillane (1996), and Hill (2001) to analyze approaches school districts take in implementing education policy, students will examine the evidence from the state and local levels in policy implementation. Students will collect and analyze data on one reform initiative that is present in their professional setting and report findings in a professional review. Prerequisites**:** Successful completion of EDU 705. Cr 3.

EDU 708 Dissertation Proposal Seminar
This course is designed to lead students through the process of completing a dissertation proposal. At the end of the course, students will have completed a dissertation proposal that includes: a problem statement, complete research review, a research question, hypotheses, if appropriate and a methodology section. The course will address each of the proposal components in a recursive fashion, developing, sharing, and refining of content. Students will be expected to work closely with their dissertation chair in finalizing the proposal. Successful completion and dissertation committee approval of the proposal are prerequisites for continuation toward the dissertation. Prerequisites: Successful completion of EDU 706 and EDU 707. Cr 3.

HCE 500 Orientation to the Counseling Profession
This introductory course is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profession's historical and theoretical foundations and to begin the development of their professional identities. This course must be taken the first semester following matriculation. Cr 3.

HCE 507 Spirituality and Religion in Counseling

This course will address, in an ecumenical and inclusive format, the growing renaissance in the psychotherapeutic community and in the larger American society of the integration of spirituality and religious values. Various aspects of spirituality and religion will be explored as they relate to the counseling process. The course will seek to increase the awareness of counselors to potential areas of client concern, including spiritual journeys, early religious training, search for meaning, personal relationship with the divine, and death and bereavement. Participants will explore various religious and spiritual practices, including, but not limited to, Islam, Buddhism, Native American beliefs, Hinduism, Christianity, and Judaism. Cr 3.

HCE 510 Introduction to Rehabilitation Counseling and Services
This course will provide an orientation to the counseling profession, focusing on rehabilitation concepts, services, and settings. Included will be: history, trends, and related legislation; critical components of the rehabilitation process; contemporary counselor roles and functions; professional education, associations, standards, and credentials; ethical and legal issues; technology issues and practices; and rehabilitation agencies and services. Field visits and the examination of rehabilitation services from various participant perspectives will be required. Cr 3.

HCE 514 Principles of Psychiatric Rehabilitation: Evidence-Based Practices
The purpose of this course is to understand the origins, philosophies, contexts, and methods of mental health services referred to as psychiatric rehabilitation. Content will include dissonant and changing mental health definitions, historical emergence of psychiatric rehabilitation, promising and evidence-based practice, consumer-survivor movement and impact, concepts of recovery, empowerment, and community, family issues and roles, societal myths and stigma, and varied professional functions. PSR models that are proven effective are integrating treatment with rehabilitation, are now being acknowledged as evidence-based practices by SAMHSA. The course will also address how psychiatric rehabilitation is applied in situations involving housing, education, social relationships, substance abuse, and community membership. Cr 3

HCE 520 Expressive Arts in Counseling
This course will provide an introduction to the Expressive Arts modalities within a wide range of counseling contexts, with an emphasis on dance therapy, music therapy, art therapy, and psychodrama. The focus of the course will be on practical applications of arts modalities, as well as the integration of these modalities with verbal counseling approaches. Cr. 3.

HCE 604 Career Development
This course examines the ways in which counselors assist people of all ages in their life/career development. Emphasis will be on understanding theories, information systems, materials, activities, and techniques for fostering career awareness exploration, decision making, and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will also be addressed. Cr 3.

HCE 605 Psychological Measurement and Evaluation
This course focuses on group tests and related measurement techniques. The course content includes a review of the history of testing, current issues, fundamental statistics for understanding, evaluating, and using tests, including selected aptitude, intelligence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed. Cr 3.

HCE 606 Counseling Services for Students with Exceptional Needs
This course will meet the needs of graduate students who will be counseling in schools or agencies with children and adolescents who may have special needs. The course will provide an overview of exceptionalities. In addition to this overview, it will provide a basis for consultation, collaboration and counseling in both individual and small groups. This course will meet the state requirement for certification for the professional school counselor. Prerequisites: Open to matriculated students in Counselor Education, Special Education and School Psychology or by permission of instructor. Cr 3.

HCE 607 School Guidance Programs and Services
This course is intended for those preparing to be school counselors. It considers the conceptual framework for comprehensive developmental guidance and counseling practices in elementary and secondary schools. Major areas of focus include program management, guidance curricula, individual planning and advising, and responsive services that are organized to meet the educational, personal, and career needs of students. Prerequisites: HCE 609, matriculation in the counselor education program or by permission of the instructor. Cr 3.

HCE 609 The Practice of School Counseling
This course will provide students with an introduction to the practices of consultation and large group guidance for counselors working within a developmental model of school counseling. Assignments will incorporate field experiences that promote reflective learning and skill building. Prerequisite: open to matriculated students or by permission of instructor. Cr 3.

HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
This course explores the medical and psychological issues surrounding the concepts of disability and rehabilitation. Particular emphasis will be given to examining: a) the medical model as an organizing framework for viewing disability and rehabilitation; b) the diagnoses and treatment of various physical, developmental, sensory, and emotional conditions; c) the perspectives and responses of people with disabilities toward their diagnosed conditions and prescribed treatments; d) the principles and practice of functional assessment; and e) the ethical issues surrounding medical and rehabilitation services. Also examined will be psychological explanations of disability, their applications, and their implications for rehabilitation practice. A primary focus throughout the course will be on highlighting the perspectives that people with disabilities hold toward their life situations as well as the medical and rehabilitation settings and professionals they encounter. Cr 3.

HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
This course focuses on developing multicultural awareness, understanding influences of culture and worldviews across the life cycle, examining issues of diversity, i.e., race, ethnicity, gender, age and disability in human interactions and recognizing attitudes and perceptions of diverse populations. The effects of developmental, bio-psychosocial changes including disability on individuals and their families within a cultural context are explored. The course examines worldviews, values and beliefs about diverse groups reflecting differences in race, ethnicity, gender, age and disability and family dynamics within a pluralistic society. Students will develop multicultural awareness of counseling competencies relative to diversity including disability, within rehabilitation and counseling practice. The course also introduces cultural foundations of human growth and development, and effects of cultural values and traditions across the lifespan. Implications for counseling the culturally different introduces a framework to guide rehabilitation and counseling professionals in serving diverse populations and their families, inclusive of differences in race, ethnicity, gender, age and disability. A field experience of between 5- 10 hours with an associated report is required. Cr. 3.

HCE 615 Vocational Counseling and Placement in Rehabilitation
This course encompasses the theoretical foundations of vocational counseling, the vocational implications of disability, the application of occupational and labor market data, and vocational choice with rehabilitation consumers. The use of job selection, analysis, and modification, and matching skills in the development of work and career options for persons with disabilities is included. The course also presents the role, functions, and strategies used by rehabilitation professionals in job placement and the supported employment of persons with severe disabilities. Accommodation of rehabilitation consumers in accordance with federal statutes, such as the Americans with Disabilities Act (ADA), is examined in the context of a multicultural society. Cr 3.

HCE 619 Recovery-Oriented Origins of Psychiatric Rehabilitation Practice
This course covers the historical, scientific, professional, and societal beliefs that have surrounded diagnostic psychiatry and the concepts of recovery from mental illness. Particular emphasis is given to recovery-oriented standards of care, ex-patients movement, legal rights and protections, medications, alternative treatments, trauma, and ethical issues in service delivery. Students will also explore their own values and motives for entering the field and examine the strengths and liabilities they may bring to their work. Cr. 3.

HCE 620 Fundamentals of Counseling Theories
This course is for those who are or will be engaged in counseling in an educational or mental health setting. Selected theories and related techniques are closely examined. Research literature that has a bearing on the effectiveness and noneffectiveness of counseling is reviewed. Cr 3.

HCE 621 Fundamentals of Counseling Skills
This course emphasizes the development of fundamental counseling skills, such as attending behavior, listening, reflection of feeling, paraphrasing, and questioning. The course examines the process and content of the counseling interview as well as verbal and nonverbal factors that influence the interactions within the counseling relationship. The primary focus is to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: Prerequisite: Open only to matriculated graduate students; HCE 500 and HCE 621. Cr 3.

HCE 622 Counseling Children and Adolescents
This course examines selected theories, related techniques, and skills for counseling children and adolescents. Attention is given to examining personal philosophies about working with children and adolescents and to the exploration of possible interventions for various counseling situations with these populations. Counselor effectiveness literature is reviewed. Prerequisites: matriculation in counselor education or school psychology and HCE 620 and HRD 688 (HRD 688 may be taken concurrently with permission of the instructor). Cr 3.

HCE 623 Theories and Applications of Play Therapy: Summer Institute
This intensive, one-week summer institute presents an overview of the various theories of play therapy and examines them in the social, cultural, and economic contexts in which they were first implemented. Applications of the theories to special settings and with special populations are explored. The course is an introductory course and is one of the required courses for becoming a registered play therapist. Prerequisite: none. Cr 3.

HCE 624 Child-Centered Play Therapy
This course is intended for students who wish to use a child-centered theory of play therapy in counseling children. It presents the theoretical framework of a child-centered approach to working with children and begins the necessary training for skill development in using this theory. Prerequisites: HCE 621 and HCE 622. Cr 3.

HCE 625 Adlerian Play Therapy
This course will examine Adlerian theory as it applies to clinical work with children and adolescents. Topics will include an overview of Adlerian theory and of play therapy, consultation with parents and teachers, encouragement, setting limits, understanding the goals of discouraged children, phases of therapy, and ethical and legal implications. Classes will include brief lectures, skill building exercises, discussion, and reflection. Prerequisite: graduate-level status. Cr 3.

HCE 626 Group Process and Procedures
This course focuses on basic principles of group development and on dynamics of group interaction. The improvement of facilitative skills is emphasized. Open to matriculated graduate students only. Cr 3.

HCE 627 Group Counseling Practicum
This course focuses on the development of concepts, attitudes, and skills necessary to lead counseling groups effectively in a variety of settings. Integration of group dynamics with counseling theory and group techniques is emphasized. Additionally, the behavior of the leader and participants is analyzed to promote a deeper understanding of group roles and functions. Prerequisites: HCE 621 and HCE 626 or by permission of the instructor. Cr 3.

HCE 640 Professional Issues for Mental Health Counselors
Mental health clinics, hospitals, substance abuse facilities, and social service agencies are among the various organizations involved in helping people through mental health counseling. This course examines the mental health needs of people in rural and urban communities and the views of mental health counseling held by those organizations who serve these people. Students will examine problems that organizations encounter in helping people and the consequences of services that interfere with helping. Attention is given to interprofessional and interorganizational approaches to improving the quality of mental health counseling. Mental health counselor roles, functions, professional associations, credentialing, and ethical standards will also be examined. A special emphasis of the course is on examining mental health counseling from an historical, ethical, legal, philosophical, and developmental perspective. Cr 3.

HCE 641 Mind/Body Techniques
This course addresses the relationship between cognitive processes and physiology from a healing/personal wellness perspective. Various aspects of Eastern thought/religion, as well as Western behavioral medicine are explored in regard to physical health and emotional well-being. Research on the mind/body relationship is reviewed and discussed. Participants will be required to learn and practice meditative and mind/body techniques. Cr 3.

HCE 642 Perspectives on Chemical Dependency
This course focuses on the overall dynamics of chemical dependency and will serve as an introduction to understanding the various stages, processes, and effects of such addictions. Specific topics will include social and psychological dynamics of chemical dependency involving family, peers, and co-workers. The roles that professional educators, human service workers, and other helping professionals play in prevention, early intervention, and the various approaches to recovery and aftercare are considered in depth. Cr 3.

HCE 643: Psychopharmacology, Substance-Related Disorders & Integrated Co-Occurring Treatment
This course is designed to provide participants from non-scientific backgrounds with a basic understanding of the effects of licit and illicit drugs. In addition, the role of these drugs in distorting brain chemistry and promoting substance-related disorders will be explored. Relationships between co-occurring substance-related disorders and mental illnesses will be explored. Research on effectiveness of treatment and rehabilitation of persons with co-occurring disorders will be reviewed. Interactions among the biological, psychological/emotional, and behavioral aspects of substance abuse will be examined in relation to symptom reduction and identification, intervention strategies, and the treatment of substance use disorders particularly for people with mental illness. Cr. 3

HCE 644 Crisis Intervention
This course introduces students to the theory and practice of crisis intervention. A theoretical perspective is established, and short-term crisis counseling strategies are examined. Several different crisis situations will be discussed in relationship to agencies or persons responsible for interventions. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

HCE 645 Diagnosis and Treatment Planning
This course focuses on the diagnostic systems and their use in counseling. The development of treatment plans and the use of related services are reviewed. The roles of assessment, intake interviews, and reports are examined. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

HCE 650 Basic Concepts in Couple and Family Counseling
This course will provide a historical context for the field of family therapy, as well as an exploration of the major theories that inform the current application of family therapy. Cr 3.

HCE 655 Human Sexuality for Counselors
This course provides information about human sexuality to heighten individual's awareness of his/her own sexuality and sexual issues, and to integrate this knowledge to improve the overall effectiveness of counseling skills. The course explores a wide spectrum of sexual behaviors and examines the relationships between sexuality, self-esteem, sex roles, and life styles. Emphasis is placed on developing an awareness of personal values associated with human sexuality. Prerequisite: HCE 621 or permission of instructor. Cr 3.

HCE 670 Application of Family Systems Theories
This course is an advanced course focused on the application of family systems theories to several family case presentations. We will be focused on Structural, Bowenian, Communication, Psychodynamic Experiential, Narrative, and Integrative Models. Particular focus will be given to reflection on family-of-origin themes and the ways in which a deepened awareness of these themes can lead to more effective family counseling. Prerequisite: HCE 650 or permission of instructor. Cr. 3.

HCE 681 Clinical Supervision
This course introduces students to the practice of clinical supervision within the counseling profession. The course focuses on such topics as the history of supervision, supervision models, tasks and functions of supervision, relationships in supervision, supervisory responsibilities,

administration, cultural differences, and ethical standards. An organizing principle of this course is to examine these topics from three perspectives: theoretical knowledge, skill development, and self-awareness. Prerequisite: master's degree in counseling, matriculated Psy.D. students, or by permission of the instructor. Cr 3.

HCE 686 Internship in Counselor Education
This course provides an opportunity for students to integrate formal coursework with on-the-job experience in selected institutions. Prerequisite: HCE 690. Cr 1-12.

HCE 687 Internship in Clinical Supervision
This course provides an opportunity to develop advanced skills in clinical supervision. Interns will be assigned to supervise master's level students in such courses as practicum and internship. Prerequisites: HCE 681 and HCE 694. Cr 3.

HCE 690 Individual Counseling Practicum Seminar
Through lecture, discussion, and group supervision students learn to apply professional knowledge and skills to the practice of counseling with individuals. Role playing, video and audio tapes, and demonstrations are used in helping students develop an integrated counseling style. This course is taken concurrently with HCE 691. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

HCE 691 Individual Counseling Practicum Laboratory
This laboratory is an intensive experience in the direct application of counseling skills and techniques to individual clients within the context of counseling sessions. Audio and video tapes will be reviewed individually with a faculty supervisor. This course must be taken concurrently with HCE 690. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

HCE 692 Advanced Individual Practicum
This is the advanced course in counseling practicum. In addition to building on the skills developed in HCE 690 (practicum), emphasis is placed on the structural analysis of typical client problems and the use of appropriate strategies of intervention. Other emphases include the staffing of actual cases and knowledge of community resources available to the counseling clientele. Prerequisite: HCE 690. Cr 3.

HCE 694 Practicum in Individual Supervision
This is an intensive supervised experience in applying specialized knowledge and skills to the practice of clinical supervision. Students will be assigned supervisees and through observation, audio/video tapes, and co-counseling, will both supervise and be supervised. Prerequisites: HCE 681 and matriculation in the CAS program. Cr 3.

HCE 695 Practicum in Play Therapy
This course is an intensive supervised experience, applying professional knowledge and skills in the practice of counseling children using play therapy techniques. Role-playing, video tapes, and demonstrations are used in helping each student develop an integrated counseling style. Prerequisites: HCE 621, HCE 622, HCE 623, HCE 624, and HCE 690. Cr 3.

HCE 699 Independent Study in Human Resource Development
This course provides students the opportunity to pursue a project independently, planning, and exploring a topic of interest within the field of human resource development. The project must be library-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

HRD 500 College Mental Health
This course is focused on college mental health and the application of theory and practice to understand, intervene and enhance student mental health in a college environment. We will focus on mental health through an ecological theoretical model which views sociohistorical conditions, campus community systems, and individual developmental, social and psychological factors as determinants to student growth and success. Particular focus will be given to interrelated protective and risk factors across the various levels of systemic complexity. Individual and wider systemic influences and approaches will be explored. In addition, students will be given an opportunity to contribute to the mental health of the college community through engaging in campus mental health and other related initiatives. This course will be open to: graduate students studying higher education or counselor education, and senior undergraduate students possibly pursuing a career in higher education or counseling. 3 Cr.

HRD 510 Aging and the Search for Meaning
This course explores psychosocial and spiritual aspects of successful human aging. Multidisciplinary perspectives on aging will be examined including historical, psychological, sociological, cultural and religious. Learners will discuss key issues related to aging and the search for meaning through the lens of various genres (e.g., research, theory, fiction) as well as their own personal experiences. Prerequisite: HRD 510 students will be expected to have earned a bachelor's degree. Cr. 3

HRD 545 Gender and Learning
In this course students explore the multiple and complex relationships of gender and learning from diverse theoretical perspectives, including topics such as feminist theories and pedagogies, historical perspectives on gender and education, and identity development. Gender is analyzed from infancy through adulthood in connection with other aspects of identity that impact learning, including race, class, sexual orientation,

disability, and ethnicity. Cr 3.

HRD 551 Spirituality in Adult and Higher Education
This course examines the role of spirituality in adult and higher education. Historical and contemporary perspectives on ways in which spiritual issues influence the lives of educators and learners are explored. Questions this course investigates include: What is spirituality? How are core practices in adult and higher education such as learning, facilitating, advising, training, and managing affected by spiritual principles? In what ways has spirituality influenced social change in adult education? How does understanding and practicing spiritual virtues influence the personal and professional lives of educators and learners?
Cr 3.

HRD 555 Introduction to Student Affairs in Higher Education
This course provides students with an overview of student affairs in colleges and universities. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S., to models of student development, to evaluation of the various models of student affairs organizations, and to emerging issues in managing student affairs programs. The intent is to provide students with the information and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to student affairs. Cr 3.

HRD 556 Summer Institute in Student Affairs
This summer institute is designed to provide students with a week-long immersion experience in a topic selected because of its significance to student affairs in higher education. Topics addressed are those that have been identified as timely by student affairs professional organizations and/or highlighted in recent student affairs literature. The topics for the institute and the faculty to teach it will change each summer. Recent institutes have covered assessment in student affairs, legal issues in student affairs, and academic advising. The institute is required for students concentrating in student affairs as part of their adult education master's program. Cr 3.

HRD 557 The Older Learner
This introductory course examines key issues such as demographic trends, theories of aging, problems and opportunities in later-life learning, productive retirement, and educational opportunities for elders. A major goal of the course is to invite professional educators to explore human aging with an eye toward improving teaching and/or program development with elder populations. Cr 3.

HRD 600 History and Philosophy of Adult Education
This course examines historical and philosophical foundations of adult education. Key trends and theoretical frameworks are explored. Students will be introduced to a range of adult education practice domains in Maine and elsewhere. Creating a "community of learners" and modeling other adult education practices is a central goal of this course. Cr 3.

HRD 601 Marketing Training and Adult Education
This course acquaints the student with the purpose, organization, function, methods, tools, and techniques of marketing within the setting of adult education, continuing education, and training programs. Attention is given to the development of a customized marketing plan, focusing on the research and planning phases of the plan. This is an applied course in which students spend a significant amount of time participating in hands-on learning experiences, working in teams. Cr 3.

HRD 630 Facilitating Adult Learning
This course examines the theory and practice of facilitating adult learning. The aim of the course is to develop a working knowledge of numerous approaches to facilitation including analysis of students' strengths and weaknesses in particular learning contexts. Special emphasis is placed on developing skills in making presentations and leading group discussions. Cr 3.

HRD 631 The Adult Learner
This course examines the social, psychological, economic, and cultural situation of the variety of adults served by adult education programs today. The aim of the course is to develop a theory of learning which is applicable to adults in diverse circumstances and with diverse goals, needs, and styles of learning. Attention is given to stages of adult growth, the development of learning goals, learning environments, and to a variety of theories on learning. Cr 3.

HRD 633 Managing Adult Education and Human Resource Development
This course examines the administrative and leadership skills necessary for the development and management of units such as adult education centers, continuing education offices, and training and staff development departments in profit and nonprofit organizations. Particular attention is given to the development of mission statements, the use of advisory boards, community needs assessment approaches, personnel management, and the development of a management style. Cr 3.

HRD 636 Planning Programs for Adult Learners
This course presents the purpose, structure, functions, methods and techniques of planning programs for adult learners. The course emphasizes practice, skill acquisition, and competence in curriculum design and program development for adults with diverse needs and in diverse learning environments. The course covers both educational and training programs within organizations with attention given to the strategic role of program design and development in helping organizations achieve their mission and organizational objectives. This is an applied course in which students plan a specific program for adult learners. Cr. 3.

HRD 637 Community Education
Community education is concerned with major issues and trends affecting the lives of all citizens of a community. It measures well-being by the extent to which people have the opportunity to learn all they need to survive and flourish. It is a philosophy, a movement, an approach to school organization, and a mode of community development. Community education is examined in such forms for relevance to improved practice of educators and other community human resource developers. The course begins with social trends bearing upon the quality of community life as context for analysis of community and community change; then, moves to community education process, program, and skills of delivery as studied in specific community settings. Cr 3.

HRD 639 The Heart of Teaching
This course explores the elements of fostering and supporting fundamental changes in adult learners through the process of teaching. Transformational learning theory is examined and applications to teaching are explored through exercises and discussion. Cr 3.

HRD 643 Multicultural Adult Development
This course examines adult cognitive and psychosocial developmental theory and practice from a multicultural perspective. It considers multiple identities within different social and cultural populations (gender, ethnicity, sexuality, disability, socioeconomic class), and presents an overview of the multicultural adult development literature intended for masters students preparing to work with young or middle-aged adults in educational, training, or supervisory settings. Cr 3.

HRD 646 Global Perspectives of Adult Education and Practices
This course provides students with a broad overview of some of the historical roots and current practices of adult education internationally. It provides information about significant leaders and agencies, as well as subjects such as: women's education, literacy, peace and human rights, research, the environment, and new technology, as they relate to adult education. Cr 3.

HRD 649 Seminar in Adult Education and Human Resource Development
This seminar addresses current issues, problems, and topics in adult education and human resource development. Participants are to select, develop, and present topics of interest to them as well as benefit from presentations prepared by the instructor. Usually taken toward the end of the program, this seminar is an opportunity to apply knowledge and skill to problems of current interest in the field of adult education. Prerequisite: Open to matriculated students. Cr 3.

HRD 653 Consulting: Fundamentals and Practice
This course provides students with an overview of consulting theory and practice. Particular attention is given to understanding a collaborative framework for establishing a consulting practice. Additionally, consulting is explored from a process perspective. This intent is to provide students with the background and skills to work more effectively as clients and as internal consultants. This is an applied course and students will work in teams doing a hands-on consulting project. Cr 3.

HRD 667 Action Research and Evaluation Methodologies
This course provides an overview of the role of action research within organizations and community settings. Techniques in survey development and evaluation strategies are emphasized. A number of methodologies is presented, such as: the normal group, the Delphi technique, assessment centers, performance appraisal, interviews and observation. Cr 3.

HRD 668 Human Development
This course examines the processes underlying growth and development across the life span from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying physical, cognitive, and psychosocial changes throughout the stages of life. This course includes a field experience. Cr 3.

HRD 685 CAS Completion Project in Adult Learning
Students will undertake a major project of their own design as a final requirement for completion of the certificate of advanced study in adult learning. Students will participate in a support seminar and will make a formal presentation to an audience of program peers, faculty, colleagues, family, and friends. There are four options for projects: (1) field based study, (2) public policy initiative, (3) publishable theory paper, or (4) personal learning curriculum for adults. Prerequisite: open to graduate students accepted into the CAS in Adult Learning who have completed twenty-four credit hours. Cr 3.

HRD 687 Internship in Adult Education and Human Resource Development
Designed to provide professional experience in the student's selected area of concern. A plan for the internship is presented for approval to the student's advisor. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment. Prerequisite: Open to matriculated graduate students who have taken HRD 605 and with permission of the instructor. Cr 1-9.

HRD 698 Directed Study in Adult Education and Human Resource Development
This course provides students the opportunity to pursue a project independently, planning, and exploring an area of interest within the field of human resource development. The project must be field-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the faculty supervisor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Open to matriculated graduate students who have taken HRD 605 and with permission of instructor. Cr 1-6.

HRD 699 Independent Study in Human Resource Development
This course provides students the opportunity to pursue a project independently, planning, and exploring a topic of interest within the field of human resource development. The project must be library-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

SED 518 Instructional Strategies for Learners with Special Needs
The primary goal of this course is to learn and analyze principles and skills of teaching and learning that are effective with students with a wide range of abilities. The course will include: (a) applying and analyzing principles of learning in designing, leading, and assessing a learning environment; (b) applying and analyzing assessment strategies in establishing a cycle of continuous improvement and progress for students; (c) applying strategic learning strategies, differentiated instruction and effective instructional strategies. Participants will work individually and cooperatively in reading and analyzing current learning theory; designing, leading, and assessing learning activities. Participants will complete a minimum of 6 hours of practicum experience. Prerequisite: Open to ETEP and TEAMS interns or by Teacher Education Department permission. Cr 3.

SED 527 Understanding and Teaching Students with Diverse Abilities in the General Education Curriculum
This course develops knowledge of the characteristics of students with disabilities, students identified as gifted and talented, and students who are English Language Learners. That knowledge is used to examine cultural, developmental, and instructional issues and practices for providing students equitable access to an appropriate education. Students learn about principles and practices of universal design in learning and culturally responsive pedagogy. Upon profiling the developmental, cultural, and learning characteristics of students in their internship placements, students use the principles of culturally responsive pedagogy and universal design in education to create and implement lessons and curriculum in a classroom. Prerequisites: Open to matriculated interns in the ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 1-3.

SED 539: Early Childhood Youth Who Are Exceptional
This course offers an overview of educating early childhood youth with exceptionalities. Investigation of types of disabilities, learning preferences, instructional practices, accommodations, documentation, evidence based practices, inclusive practices, as well as identification will provide participants with a foundation of methods to provide all students with an appropriate education. Teachers will have the opportunity to explore the history and legal frameworks of early childhood special education, paying special attention to the procedures performed during child find, screenings, referrals and transitions. Through this course students will explore not only the characteristics of young learners with exceptionalities, but also the potential of classroom environments to assist accessibility and education. Self-reflection and development of an inclusive philosophy will provide teachers with an understanding of their role in the education of young children with exceptionalities. A 12-hour field placement is required for this course. Cr 3.

SED 540 Learners Who Are Exceptional in General Education
The primary goal of this survey 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 in special education and who are gifted and talented should be educated and socially interact to the greatest extent possible with their peers engaging in the general education curriculum and program. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; classroom management; assistive technology; state and federal laws regarding students who are exceptional; working with parents; Response to Intervention (RtI); and inclusion philosophy and practices, including collaboration between general education and special education teachers. Cr 3.

SED 550 Teaching Gifted Students in the Regular Classroom
This course is for teachers who serve gifted/talented students within the structure of the regular classroom. Topics include adapting the "required" curriculum to meet the needs of students; teaching/facilitating independent/small group activities; using learning centers, task cards, and student contracts; working successfully with parents, resource teachers, and administrators; and considering current issues in gifted child education specific to the regular classroom environment. Cr 3.

SED 601 Introduction to Student Programming and Master's Goal Setting
This is an introductory master's course focusing on different types of student programming. The course will explicitly introduce Differentiated Instruction and Universal Design, along with other programming options. In addition, students will design their goals and objectives that they will use for designing their master's portfolio. Prerequisite: matriculation into a degree program or by permission of program coordinator. Cr 1.

SED 612 Youth with Moderate-to-Severe Disabilities
This course is designed to assist and instruct educators about working with and supporting students who have moderate-to-severe disabilities. Person-first language and thinking are the basis of this course as different disabilities that fall into the moderate-to severe range are examined with attention to the definition, identification, causalities, needed environmental accommodations and adaptations, and general characteristics. In addition, a focus will be on issues and concerns related to youth with moderate-to-severe disabilities, including person-centered planning, transitioning out of school and into the community, assistive technology, sensory integration, life skills, mobility, assessment, and different therapies will also be investigated and discussed. Different educational approaches that may be used with students with moderate-to-severe disabilities will be examined. In accordance with person-first thinking, this course will use memoirs and autobiographies as the main texts. There will also be a six-hour requirement of interacting with a youth with a moderate-to-severe disability in a non-educational setting. Cr 3.

SED 614 Methods of Teaching Mathematics for Students with Special Needs
This course for practicing teachers focuses on teaching methods and new teaching approaches in mathematics used with students with special needs. Current issues of concern, major curriculum thrusts, such as the National Council of Teachers of Mathematics Standards, Maine's Learning Results, promising practices, and methods to differentiate instruction and assessment techniques are addressed in this course. Approaches for students of different age levels from early childhood through secondary school are included. Cr 3.

SED 615 Positive Behavioral Interventions and Supports
This course examines the foundations and essential features of Positive Behavioral Interventions and Supports (PBIS) at two levels; classroom and individual. Students will gain an understanding of basic principles and measurement of behavior and conduct applied projects that include creating, implementing, and evaluating data-driven intervention plans. Cr 3.

SED 616 Reading Development and Instruction for Students with Moderate to Severe Disabilities
In this online course students will focus on selecting and designing effective reading instruction for K-12 students with moderate to severe disabilities in a range of educational settings. Topics include: the power of students' owning their growth as readers, hooking readers through their interests, reviewing reading programs and designing interventions and curriculum-based probes to assess progress. Prerequisites: EDU 620 and SED 540, or instructor permission. Cr 3.

SED 618 Programming for Learners with Special Needs
This course is for individuals who provide educational services to learners with special needs. This may include learners with mild handicapping conditions and/or students with academic gifts and talents. Participants will learn strategies for planning and providing differentiated learning experiences within appropriate learning environments. Cr 3.

SED 621 Teaching Functional Life Skills
An education that includes the acquisition of functional life skills is critical for children and young adults with autism, intellectual disabilities, and other developmental disabilities. This course addresses: selection of and teaching methodologies for an array of functional life skills, including assessment of pre- and post- intervention skill levels, data collection and the selection of evidence-based methodologies to enhance student learning. Cr 3.

SED 622 Within School Transitions
The purpose of this course is to improve current transition practices between, among, and across schools for students with special needs in the pre K-12 grade span. Course participants will explore barriers to a thematic and seamless approach for changing grade levels, schools, and programs for students with special needs. Best practice transitioning models will be presented, along with the strategies, resources, and oversight needed to ensure successful and sustainable transitions for youth. Teachers, educational technicians, program directors, and school administrators are the target participants for this course. Cr 3.

SED 653/SPY 672 Assessment of Academic Achievement
This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: Open to matriculated USM school psychology, special education, ETEP, and TEAMS students or with permission of an instructor. School psychology students must complete EDU 600 and HCE 605 prior to taking SED 653/SPY 672. Cr 3.

SED 659 Education of the Gifted/Talented
This course is for individuals responsible for initiating, mainstreaming, and/or extending services for gifted/talented students. Topics for study include: a) identification procedures, b) curriculum development and implementation, c) administration and classroom management, d) staff development and community involvement, and e) evaluation of student growth and program effectiveness. Cr 3.

SED 660 Curriculum and Methods for Teaching the Gifted
This course is for individuals responsible for a) developing or modifying learning experiences for gifted/talented students at the elementary or secondary school level, b) implementing differentiated learning experiences within the regular classroom or through a special grouping arrangement, and/or c) creating/selecting instructional materials to support the implementation of differentiated learning experiences. Cr 3.

SED 662 Productive Thinking and the Gifted Learner
This course is for individuals responsible for a) identifying creative potential within students, b) planning and implementing learning experiences for nurturing creative thinking, c) selecting or developing instructional materials for enhancing creativity, d) establishing learning environments conducive to creativity, and/or e) evaluating program effectiveness and student growth in creativity training. Cr 3.

SED 664 Gifted Students in Special Populations
This course is for individuals responsible for identifying and serving gifted students from special populations. These populations include underachievers, females, culturally diverse and/or economically deprived, rurally isolated, bilingual, artistic, creative, physically challenged, and highly gifted. Cr 3.

SED 665 Institute for Program Planners in Education of the Gifted/Talented
This course is for individuals and teams of individuals responsible for planning district-wide programs for gifted and talented students. Participants develop a procedural written plan of action for guiding the development and the implementation of programs. Planning areas include: a) identification, b) curriculum, c) administration, d) staff development, and e) evaluation. Cr 3.

SED 666 Models in Education of the Gifted
This course is for individuals responsible for choosing, adapting, or designing a model to serve gifted/talented students. Selected models prominent in the field are reviewed and critiqued. Prerequisite: SED 659 or SED 660 or permission of instructor. Cr 3.

SED 667 Social/Emotional Needs of the Gifted
This course is for classroom teachers, program coordinators, parents, and other individuals who interact with gifted and talented students. Topics for examination include: a) factors affecting social and emotional development, b) achievement and underachievement, c) curriculum and the affective domain, and d) resources/strategies for responding to the needs of the gifted/talented. Cr 3.

SED 670 Secondary Programs for the Gifted/Talented
This course is for administrators, program coordinators, and teachers who are responsible for planning, implementing, maintaining, and/or extending programs for gifted and talented students at the secondary school level. Cr 3.

SED 679 Consultation and Special Education
This course is for individuals who are responsible for the planning and the coordination of programs for exceptional learners. The focus of the course is on utilizing a non-categorical, process-oriented approach to providing services for students. Cr 3.

SED 682 Special Education Law
This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of The Individuals with Disabilities Education Improvement Act and other relevant federal and state legislation, regulations, and policy. Cr 3.

SED 684 Introduction to Special Education Administration
This course is designed to offer experience in administering special education programs. The course emphasizes the organization and administration of special education programs. A goal of the course is to give participants clear understandings of the decisions faced by regular and special educational leaders and of the skills and knowledge base necessary to perform effectively as leaders. Prerequisite: SED 540 or permission of instructor. Cr 3.

SED 685 Advanced Seminar in Special Education
This is an advanced course that integrates and synthesizes research and practices across disciplines in exceptionality. Individual and group presentations are required as well as development of a portfolio. Prerequisites: matriculated students who have completed nine (or more) courses, and program permission. Cr 3.

SED 687 Technology for Learning and Communicating
This course introduces students to the use of technology, including assistive technology, with all students, including those individuals with special learning and communication needs. A range of technologies will be examined from "low tech" devices such as simple switches to computers, adaptive devices, and software appropriate for individuals with disabilities. A variety of equipment, materials, software, and hardware will be available for student use. Cr 3.

SED 688 Internship in Teaching Students with Mild to Moderate Disabilities
Interns complete a 15 week semester-long or part-time equivalent mentored internship in special education services for students with mild or moderate disabilities in accordance with the Maine Teacher Certification Standards. A successful review of all the teaching standards is required for a passing grade for internship. Pre-requisites: Open to matriculated candidates in the Teaching Students with Mild to Severe Disabilities program or by permission of the Department of Educational Psychology and Exceptionality. Cr. 3

SED 692 Transition From School to Adult Life
This course introduces participants to the concepts of transition from school to work and community living for secondary students (grades 7-12) with disabilities. Students develop skills in interdisciplinary team planning and an awareness of community resources necessary to aid students with disabilities in achieving career goals and a satisfactory adjustment to adult life. Cr 3.

SED 693 Transitions Among Agency, School, and Community
This course introduces participants to the concepts of transition in four phases of special education services: (a) birth to five child development services to school programs, (b) special purpose schools and related services to school programs, (c) between schools in a school district, and (d) from school programs to post-secondary education and community life. Students develop knowledge of services and resources provided by agencies and special purpose schools birth to adult and skills in multi-disciplinary team planning. Prerequisite: one special education course or permission of instructor Cr 3

SED 694 Seminar in Teaching Students with Differing Abilities

Through discussions and reviews of research, collaboratively and on their own, students in this course will explore and investigate different situations and their concerns occurring in their classrooms pertaining to students with learning differences. Cr 1. May be repeated twice, for a total of three credits.

SED 695 Internship in Teaching Students with Severe Disabilities
Interns complete a 15 week semester-long or part-time equivalent mentored internship in special education services for students with severe disabilities in accordance with the Maine Teacher Certification Standards. A successful review of all the teaching standards is required for a passing grade for internship. Pre-requisites: Open to matriculated candidates in the Teaching Students with Mild to Severe Disabilities program or by permission of the Department of Educational Psychology and Exceptionality. Cr 3

SED 697 Universal Design Implementation
This is a capstone course for different programs in special education. Through the use of Universal Design, this course brings together all of the different ways students have learned to work with and support students in learning. Students will use Universal Design to create lessons and curriculums, and then will implement them in a classroom. Students will also analyze the effectiveness of their lessons and curriculums in terms of meeting the goals of these curriculums and lessons, and in supporting all students in the classroom as well as others that may have other differences in learning. Prerequisites: EDU 600, SED 601, SED 614, SED 615, SED 679 or 687, SED 550, SED 659, SED 662, EDU 559, EDU 561, EDU 562, EDU 563, or by permission of program coordinator. Cr 3.

SED 698 Capstone Seminar and Portfolio
This is the capstone course for different programs in special education. One of the major components of this course is that students will complete their portfolio requirement. In addition, students will research and present to classmates and the professor, topics that they want to do further research in based on what they learned in a previous course, or an area of interest not already covered in their program. Prerequisite: All other courses in planned study. Cr 2.

SED 699 Directed Study
This course is an opportunity to gain, apply, and integrate knowledge and skill in exceptionality by planning and conducting a project. The project must be intellectually sound, have direct applicability to the student, and produce a high quality product. Specific content and methods of evaluation are determined in conjunction with instructor. Prerequisites: EDU 600, matriculated students only, and program permission. Cr var.

SPY 601 Behavioral Principles of Learning
This course provides a comprehensive review of the psychological principles of learning derived from experimental research and validated by applied experimental/empirical studies. General topics include the nature of learning, behavior without learning, learning without words, and learning with words. Specific topics covered include types of behavior, motivational influences on behavior, respondent behavior and conditioning, operant behavior and conditioning, stimulus control, schedule influences on behavior, observational learning, verbal behavior and rule-governed behavior, and behavioral accounts of language and cognition. The course is designed to give students a good grounding for assessment and intervention courses with a behavior analytic orientation. This course emphasizes the dynamic relationships of social-emotional, academic, behavioral, and adaptive behavior functioning of students within educational and clinical settings, including ones that serve students with suspected and identified disabilities. Prerequisites: None. Cr. 3.

SPY 602 Clinical Research Methods
This course is designed to introduce students to research designs used in school and clinical settings. This course will emphasize methods for evaluating the effectiveness of behavioral interventions with individuals from birth through age 21 who are receiving special education services. A history of experimental design, types of experimental reasoning, and experimental validity lay the groundwork for understanding how group research and single-case research designs are used to assess the efficacy of applied interventions. Students will learn how to identify and record behaviors, match research designs to the research question and how to flexibly employ research designs in applied settings. Prerequisites: Satisfactory completion of SPY 601 and SPY 605 or instructor permission. CR. 3.

SPY 604 Functional Behavioral Assessment
This course examines a variety of behavior assessment methods addressing behavioral issues. Assessment techniques covered in the course emphasize a functional behavioral assessment methodology including interviews, observations, behavior rating scales, descriptive assessments, and functional analyses. This course includes practica experiences in which students practice in the administration, scoring, and interpretation of assessment procedures. This course emphasizes the dynamic relationships of social-emotional, academic, behavioral, and adaptive behavior functioning of students within educational and clinical settings, including ones that serve students with suspected and identified disabilities. Prerequisites: Satisfactory completion of SPY 601 or instructor permission. Cr. 3.

SPY 605 Applied Behavior Analysis
The primary focus of this course is to provide graduate students with exposure to evidence-based systematic instruction methods that are used within school/agency settings. This course will review functional assessment procedures used to identify appropriate educational programs for students/clients. This course will emphasize instruction and practice in implementing instructional methods (e.g., shaping, chaining, discrete trial teaching, task analysis, incidental teaching, functional communication training, among others). This course emphasizes the dynamic relationships of social-emotional, academic, behavioral, and adaptive behavior functioning of students within educational and clinical settings, including ones that serve students with suspected and identified disabilities. Prerequisites: Satisfactory completion of SPY 601 and SPY 604 or instructor permission. Cr. 3.

SPY 606 Behavior Therapy
This course emphasizes the application of applied behavior analysis interventions in addressing socially meaningful behaviors within applied settings. This course will focus on the application of behavior analytic principles and procedures addressing both the decrease in disruptive behaviors and the increase in adaptive replacement behaviors. The course includes a blend of assigned readings, lecture, discussion, clinical case examples, and applied learning experiences. This course emphasizes the dynamic relationships of social-emotional, academic, behavioral, and adaptive behavior functioning of students within educational and clinical settings, including ones that serve students with suspected and identified disabilities. Prerequisites: Successful completion of SPY 601 and SPY 605 or instructor permission. Cr. 3.

SPY 607 Consultation in School Psychology
This course examines how school psychologists and behavior analysts provide consultation services in school and clinical settings. A review of research which outlines a variety of consultation roles and procedures with case studies and opportunities to explore the use of consultation as part of a problem-solving, data-based approach to consultation. This course emphasizes behavioral consultation and supervision models. This course emphasizes the dynamic relationships of social-emotional, academic, behavioral, and adaptive behavior functioning of students within educational and clinical settings, including ones that serve students with suspected and identified disabilities. This class includes 10 hours of applied learning experiences. Prerequisites: Satisfactory completion of SPY 601, SPY 602, SPY 604, SPY 605 or permission of instructor. Cr. 3.

SPY 608 Professional Ethics in Behavior Analysis
This course provides in-depth preparation for ethical practices in behavior analysis. Drawing from the ethical standards of the Behavior Analyst Certification Board (BACB), the course includes readings and application of ethical standards for clinical and school settings, including the BACB *Guidelines for Responsible Conduct* and the *Professional Disciplinary and Ethical Standards*. Prerequisites: Matriculation in the M.S in Educational Psychology with a Concentration in ABA or in the Psy.D. in School Psychology or instructor permission. Cr. 3.

SPY 609 Professional Ethics in Psychology
This course provides in-depth preparation for ethical practices in school psychology. Drawing from national and international ethical standards from the American Psychological Association (APA), Association of State and Provincial Psychology Boards (ASPPB), and the National Association of School Psychologists (NASP), the course includes readings and application of ethical standards for school settings. The course is designed to meet the ethics training standards set by APA, ASPPB, NASP, the Maine Board of Examiners of Psychologists, and the Maine Department of Education. Prerequisites: Matriculation in the Psy.D. in school psychology. Cr 3.

SPY 610 Developing a School-wide System of Behavior Support
Today's schools are charged with improving school climate with a broad range of systemic and individualized strategies for achieving important social and learning outcomes. School-wide support includes procedures and processes that are intended for all students, all staff, and all settings. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. Participants in this course will work in collaborative groups to gain awareness, knowledge, and skills regarding SW-PBIS and to create action plans to build (or further develop) school-wide leadership teams who want to move more toward a preventative, positive, and educational model of school-wide discipline. Cr 3.

SPY 620 Introduction to Multi-Tier Systems of Student Support for General and Special Education
This course provides training in knowledge and skills for the use of Response to Intervention (RTI) methods in school settings. Students learn how to select and use scientifically -validated intervention and assessment methods for three distinct instructional levels. Through readings, discussion, and practice, students will develop the skills necessary to design, implement, and evaluate comprehensive RTI programs in school settings. This course is appropriate for general and special educators, school-based specialists (e.g., schools psychologists, speech/language clinicians, and math/reading specialists) as well as other professionals interested in scientifically -based methods of learning outcomes for all children. Cr 3.

SPY 625 Multi-Tier Math Instruction and Intervention for General and Special Education
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive math instruction for students in kindergarten through grade 12, including students with disabilities. Starting with the five foundations of math instruction (e.g., conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition), the course describes the features of universal (e.g., Tier 1) core math instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive math instruction based on student learning needs. Students will learn how to select and use scientifically validated math instruction practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3), and special education mathematics instruction math instruction. The course will review the key features of assessment of math difficulties, as well as prepare teachers to develop data-based math interventions and collect data to determine the effectiveness of interventions for students in general and special education . Prerequisite: Permission of Instructor. Cr 3.

SPY 627 Multi-Tier Reading Instruction for General and Special Education
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive reading instruction for students in kindergarten through grade 12, including students with disabilities. Starting with the five foundations of reading instruction (e.g., phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension), the course describes the features of universal (e.g., Tier 1) core reading instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive reading instruction based on student learning needs. Students will learn how to select and use scientifically validated reading instruction practices for students needing supplemental (e.g., Tier 2), intensive (e.g., Tier 3), and special education reading instruction.

The course will review the key features of assessment of reading problems, as well as prepare teachers to develop data-based reading interventions and collect data to determine the effectiveness of interventions for students in general and special education. Prerequisite: Permission of Instructor. Cr 3.

SPY 629 Applied Behavior Analysis and Developmental Disabilities
This course provides students with exposure to assessment and intervention models that are used within ABA-based programs serving individuals with developmental disabilities. Students learn the ways that ABA methods can be used to assess the needs of individuals with developmental disabilities and to design interventions that meet the needs of these individuals. Prerequisite: Open to matriculated students in the school psychology, special education, and certificate in applied behavior analysis programs or by instructor permission only. Cr. 3

SPY 670 Cognitive Affective Bases of Behavior
This course is an introduction to major models of cognition and affecting, including perception, attention, memory, information processing, and problem solution. The course addresses features of human learning based on research in the above areas. Prerequisites: None. Cr 3.

SPY 671 Physical Bases of Behavior
This course examines neural, endocrine, and response systems that are related to attention, motivation, emotion, memory, and psychological and/or learning disorders. It includes consideration of typical and atypical patterns of development and neurological and health problems of children and adolescents. Prerequisites: None. Cr 3.

SPY 672 Assessment of Academic Achievement (co-listed with SED 653)
This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: Open to matriculated USM school psychology, special education, ETEP, and TEAMS students or with permission of instructor. School psychology students must complete EDU 600 and HCE 605 prior to taking SED 653/SPY 672. Cr 3.

SPY 673 Social Foundations of Behavior
This course provides knowledge and skills in the area of social psychology. The course includes an overview of basic social psychology methods and research findings as well as preparation of students to conduct assessment and intervention for social skills problems among school-age children. The course includes discussion of the importance of social skills and provide a rationale for promoting and teaching pro-social behavior. Students review and learn how to administer, score, and interpret both screening level and evaluation-level social skills assessment instruments. In addition, students review a variety of interventions and develop social skills interventions based on assessment information. Prerequisites: None. Cr 3.

SPY 674 Psychopathology
This course acquaints the student with definitions of and development of normal versus abnormal behavior from infancy through adulthood as well as presents common classification systems for psychopathology. Continuity from normal to abnormal behaviors, behavior problems in children as indices of pathology, and the prediction of psychopathology in adolescence and adulthood are also considered. The course takes a developmental orientation to psychopathology and discusses specific disorders in terms of symptoms, age considerations, and family and sociocultural dynamics. Prerequisites: None. Cr 3.

SPY 675 Indirect Behavioral Assessment
This course examines a variety of analog behavior assessment methods addressing social-emotional behavior issues. Assessment techniques covered in the course include psychosocial interviews, behavior rating scales, and adaptive behavior assessments. This course includes practica experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Prerequisites: Satisfactory completion of EDU 600, HCE 605. Cr 3.

SPY 677 Cognitive Assessment
This course is an examination of the historical and theoretical bases of individual differences and intellectual testing. It includes supervised practice in selection, administration, scoring, interpretation, and reporting of cognitive assessment results. Prerequisites: Satisfactory completion of EDU 600, HCE 605 or permission of instructor required; open only to matriculated USM school psychology program students. Cr 3.

SPY 679 Diversity in the Science and Practice of Psychology
This course provides conceptual foundations and skills needed by psychologists to work with diverse client populations. Major topics include the history of psychology's role in diversity practices, building competencies to work with individuals from diverse backgrounds, and the role of research in promoting diversity. Prerequisites: matriculated Psy.D. students or permission of instructor. Cr 3.

SPY 693 School Psychology Practicum I
The 300-clock-hour practicum is an introductory supervised experience within a public school. Practicum I provides the student with introductory experiences in the culture and systems of school settings, instructional methods and materials, and school psychology practices. Graded Pass/Fail. Prerequisites: Matriculation in Psy.D. in school psychology program. (Students must complete three credits during the first two years in the program). Cr 1.

SPY 694 School Psychology Practicum II
The 300-clock-hour practicum is an advanced supervised experience within a public school setting. Practicum II provides the student with experiences in psychological assessment, consultation, intervention, and other aspects of school psychology practice. Graded Pass/Fail. Prerequisites: Satisfactory completion of three credits of SPY 693. (Students must complete three credits during the first two years in the program). Cr 1.

SPY 699 Independent Study in School Psychology
This course provides students with opportunity to pursue a project independently, planning and exploring a topic of interest within the field of school psychology. The project must be research-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisites: matriculated Psy.D. students or permission of instructor.. Cr var.

SPY 709 History and Systems of Psychology
This course covers the history of modern psychology. Beginning with the history of Western psychology, the course reviews the major historical, social, economic, and cultural factors that contributed to the rise of psychology as a distinct branch of science in Europe and the United States. The course includes readings and discussion of the similarities and differences between the science of human behavior and other scientific disciplines. Additionally, the course includes readings and discussion of the study of human behavior from other cultural traditions. Prerequisites: matriculated Psy.D. students or permission of instructor. Cr 3.

SPY 727 Advanced Academic Intervention Methods
This course provides training in knowledge and skills for the use of advanced educational intervention practices in school psychology. Students learn how to select, use, and interpret data from advanced academic achievement assessment and intervention methods appropriate for school psychology practice. Through readings, discussion, practice, and report-writing, students will develop the skills necessary to provide comprehensive intervention services for students with academic achievement difficulties. Prerequisite: matriculated Psy.D. students or permission of instructor. Cr 3.

SPY 729 Advanced Intervention Methods for Individuals with Behavioral and/or Developmental Disabilities
This course provides training in knowledge and skills for the use of advanced intervention practices in school psychology. Students learn how to select, use, and interpret data from advanced intervention measures appropriate for use with individuals who have developmental disabilities. Through readings, discussion, practice and report-writing students will develop the skills necessary to provide comprehensive intervention services for low-incidence and high-risk student populations. Prerequisites: SPY 659, SPY 676, SPY 684 and matriculated Psy.D. students or permission of instructor. Cr 3.

SPY 730 Advanced Behavior Therapy
The primary focus of this course is to provide students with advanced training in the application of evidence-based behavior therapies in the assessment and treatment of depression, anxiety, and other related disorders in children, adolescents, and young adults. This advanced course includes role play, performance feedback, and self-evaluation of skills in implementing behavior therapies. This course includes instruction in methods for documenting the effectiveness of behavior therapies (data-based progress monitoring). Prerequisite: Open to matriculated students in the School Psychology, Educational Psychology, Counselor Education and Certificate in Applied Behavior Analysis who have completed SPY 628 Behavior Therapy or an equivalent graduate course or by instructor permission. Cr 3.

SPY 751 Advanced Research Seminar
This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. A selection of the research methods taught in the course will be utilized by students to conduct an intensive, year-long doctoral research related to best practices in school psychology. This course is taken in the semester before internship and is a prerequisite for SPY 759 Psy.D. Research Project. Prerequisites: matriculated Psy.D. students only. Cr 3.

SPY 752 Readings in Behavioral Research Methods
This elective course examines the conceptual and methodological foundations of research in fields relative to behavior analysis. Evidence-based research conducted in educational and clinical settings published in the primary journals of the discipline and in texts seminal to the establishment of behavior analysis as a science and research area will be critically examined. Prerequisites: EDU 600, SPY 659, and matriculation in Psy.D. program, or by permission of instructor. Cr 3.

SPY 759 Psy.D. Dissertation
This course includes the activities necessary to design, implement, evaluate, and summarize a dissertation related to the field of school psychology. Course participants will conduct a literature review and needs assessment to identify a dissertation. The project will be matched to an identified subject or sample to address specific research questions. Once appropriate informed consent for research is obtained, students will conduct the research and report the findings. This course is taken during the fall and spring semesters of the pre-doctoral internship. Prerequisites: matriculated Psy.D. students who have taken SPY 751 and all other prerequisite courses. Cr 3.

SPY 788 Pre-Doctoral Internship in School Psychology
The pre-doctoral internship is a 2,000-hour field experience in school psychology under the supervision of a licensed psychologist in a public

school and/or clinical setting. It is undertaken at the end of the Psy.D. program. Prerequisites: Satisfactory completion of all Psy.D. doctoral program course requirements and permission of the program faculty. Cr var. (total of 9 semester hours for the internship).

Adult and Higher Education Overview

The faculty in the *online* Adult and Higher Education program believe that change is best accomplished through education. Our mission is, first and foremost, to address our student's individual learning needs and provide them opportunities to become the best adult educators they can.

We also prepare our students – the professionals who work as *corporate* trainers, *academic advisors, student affairs professionals, public adult education directors, non-profit managers*, and designers of educational programs for other adult learners – to be leaders for organizational and societal change.

This program is a practitioner-oriented master's degree for both those entering the profession and mid-career professionals in *adult and* higher education, community *adult education*, public school adult education *workplace learning*, health services, and human resource development. If you would like to read stories about our alumni adult educators, visit Alumni Career Stories.

MS in Adult and Higher Education

Description

The University of Southern Maine's Master of Science in Adult and Higher Education program was established in 1972 to meet the region's need for trained adult education public school administrators. Since those early days it has expanded its role in the state and region to prepare professional adult educators for positions in a wide variety of sectors including public K-12 schools, institutions of higher education, large and medium-sized corporations, and community not-for-profit agencies. Specific jobs graduates fill include director of adult education, dean, academic advisor, corporate trainer, staff development specialist, program designer, research associate, and adult education teacher. The thirty-six-credit hour degree may be earned entirely online although several elective courses are offered either in a blended format or on campus.

Program Requirements

The master of science in adult and higher education requires thirty-six credits of coursework. Students must also submit a professional portfolio to complete the degree.

Basic Core (9 credits)
- EDU 600 Research Methods and Techniques
- HRD 600 History and Philosophy of Adult Education
- HRD 631 The Adult Learner

Middle Core (9 credits required from the following)
- HRD 601 Marketing Training and Adult Education
- HRD 630 Facilitating Adult Learning
- HRD 633 Managing Adult Education and Human Resource Development
- HRD 636 Planning Programs for Adult Learners
- HRD 653 Consulting: Fundamentals and Practice
- HRD 667 Action Research and Evaluation Methodologies

Field-Based Practice Courses (3 credits)
- HRD 687 Internship in Adult Education and Human Resource Development
- or HRD 698 Directed Study in Adult Education and Human Resource Development

Senior Course (3 credits)
- HRD 649 Seminar in Adult Education and Human Resource Development

Electives (12 credits)

Students may cluster their electives into a concentration in consultation with their faculty advisor

EDU 559 Aspects of Reading for Multilingual Learners
EDU 561 Aspects of the English Language
EDU 562 Linguistic and Cultural Diversity in the Classroom
EDU 671 Organizational Behavior
EDU 678 School Law (state director certification)
EDU 679 Evaluation and Supervision of School Personnel (state director certification)
EDU 683 School Finance (state director certification)
HCE 604 Career Development
HRD 510 Aging and the Search for Meaning
HRD 551 Spirituality in Adult and Higher Education
HRD 545 Gender and Learning
HRD 555 Introduction to Student Affairs in Higher Education
HRD 556 Summer Institute in Student Affairs
HRD 557 The Older Learner
HRD 558 Aging and Life Review
HRD 559 Aging, Death, and Bereavement
HRD 637 Community Education
HRD 639 The Heart of Teaching
HRD 643 Multicultural Adult Development
HRD 646 Global Perspectives of Adult Education and Practices
HRD 699 Independent Study

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Applicant must have a bachelor's degree, from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Application Deadline

Applications are accepted for three different dates:. May 1 for fall matriculation, October 1 for spring matriculation, and February 1 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

- Candidates should provide an integrated essay of approximately 1,000 words that includes:
- Brief autobiography, referencing study in master's degree and related experience, professional training and credentials,
- Overall goal to be accomplished through the program,
- Future aspirations and professional development needs,
- Tentative list of proposed coursework for the thirty-six credit credential,

The admissions process requires a formal interview. Candidates to be interviewed will be selected on the basis of the above information. During

the interview, issues relating to the following topics will be covered: a) communication skills, b) clarity of professional goals, c) fit with the adult and higher education profession and d) understanding one's self as a learner.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit

A maximum of twelve credit hours of graduate-level study may be approved as transfer credit provided these credits were not used as part of another degree or certificate program, were earned no more than five years prior to matriculation, are in subject areas related to adult education, and show a grade of B or better on the transcript. In rare situations and when compelling evidence is provided, the program faculty reserves the right to expand the number and age of credits transferred into the M.S. in adult and higher education program beyond the twelve credit, five-year rule.

Graduate students in master's level adult education programs at other universities may transfer into the program if they take their final twelve hours, including directed study or internship and graduate seminar, in USM's adult education program. A maximum of nine credits in self-designed coursework may be counted toward this degree.

Certificate of Advanced Study in Adult Learning

Description

The post-master's certificate of advanced study in adult learning is designed for the experienced educator–teacher, counselor, administrator, program planner, or policy maker–who works with adults in any educational setting, or seeks to explore the use of adult learning strategies as an alternative educational approach for working with younger learners. The thirty-credit program emphasizes personal learning as a central theme, both as an approach to educator development and as a set of concepts and tools for working with adults in schools, businesses, social service agencies, hospitals, and other community organizations where adult education programs are planned and delivered. This is an individualized, flexible program which permits students to apply their learning to field-based projects.

Program Requirements

Total Required Credits: 30

Required Courses (9 credits)
HRD 600 History and Philosophy of Adult Education
HRD 631 The Adult Learner

The HRD courses will be waived for students who have a master's degree in adult education or who have taken them previously. These students will take six credits of advisor-approved coursework instead.

HRD 685 CAS Completion Project in Adult Learning (3 credits)

This field-based capstone project will be completed as one of the following: a field-based study, a public policy initiative, a publishable empirical research and/or theory paper, or a personal learning curriculum for adults. Students will present their projects in a seminar of faculty and peers.

Electives (21 credits)

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Criteria for admission include successful completion of a master's degree from a regionally accredited college or university, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals.

Application Deadline

Applications are accepted for three different dates:. May 1 for fall matriculation, October 1 for spring matriculation, and February 1 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.

Special Essay Question:

- Candidates should provide an integrated essay of approximately 1,000 words that includes:
- Brief autobiography, referencing study in master's degree and related experience, professional training, and credentials.
- Overall goal to be accomplished through the program.
- Future aspirations and professional development needs.
- Tentative list of proposed coursework for the thirty-credit credential.

Note: Candidates whose master's degree and/or work experiences are not strongly related to adult education will be advised to apply to the master's in adult and higher education program.

Transfer Credit

Candidates may transfer up to fifteen credit hours of graduate-level study earned within 5 years at other universities into the CAS in adult learning if these credits were not used as part of another degree or graduate certificate, relate to the subject of adult education/learning, were earned no more than five years prior to admission, and that students received grades of B or better in the classes. In rare situations and when compelling evidence is provided, the program faculty reserves the right to expand the number and age of credits transferred into the CAS in adult learning program beyond the fifteen-credit, five-year rule.

Counselor Education Overview

The basic belief of the USM Counselor Education program is that people often need assistance in addressing typical developmental transitions as well as difficult life situations. Mental health, rehabilitation, and school counselors are trained to help people with these challenges.

The master of science in counseling degree prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program prepares counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual concentrations—school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) post-bachelor's certificate program may be taken independently of the master’s degree. The certificate of advanced study in counseling is a post-master’s program for current counselors who are interested in pursuing advanced coursework.

Program Accreditations

MS in Counseling

Description

Within the area of counselor education, the School offers a master's degree, certificate programs, and a post-master's certificate of advanced study. The master of science in counseling degree provides its graduates with the counseling knowledge and skills used in school, clinical mental health, and rehabilitation settings. Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual concentrations–school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) post-bachelor’s certificate program may be taken independently of the master's degree. The certificate of advanced study in counseling is a post-master's program for current counselors who are interested in pursuing advanced coursework.

The primary mission of the counselor education program is to prepare counselors for ethical practice through high quality, nationally accredited graduate level training. The basic beliefs of the USM Counselor Education Program are (1) People often need assistance, including support and treatment, in addressing typical developmental transitions as well as difficult life situations. (2) Mental health, rehabilitation, and school counselors are trained to help people with these challenges. The program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Students in the Counselor Education Program will be able to competently:

- demonstrate knowledge of core curriculum.
- demonstrate an integration and application of their knowledge and skills in the concentration areas in counseling (school, clinical mental health, and rehabilitation).
- demonstrate knowledge and skills in addressing issues of diversity.
- apply individual and group counseling skills and techniques.
- reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs.
- analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation.
- apply ethical decision-making in counseling situations.
- articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

Curriculum includes the core of counseling practice, concentrations and specialties (family systems and substance abuse). The clinical education

component with practicum and internship placements provides a practice-based experience in settings locally and regionally throughout Maine.

The Master of Science in Counseling degree provides graduates with the counseling knowledge and skills used in school, clinical mental health, and rehabilitation settings. Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual concentrations—school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) post-bachelor's certificate program may be taken independently of the master's degree. The certificate of advanced study in counseling is a post-master's program for current counselors who are interested in pursuing advanced coursework.

Depending on the concentration, we offer distance education, face-to-face, or a combination of the two for course delivery. Course instruction includes a variety of teaching and learning strategies, depending on the nature of the course, such as lectures, group discussion (synchronous and asynchronous), in–class exercises, supervised case review, cooperative learning, service learning, guided practice, introspection and critical thinking. In addition to coursework, each student must successfully pass the Counselor Preparation Comprehensive Examination (CPCE).

The counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health and school counseling concentrations, and from the Council on Rehabilitation Education (CORE) for the rehabilitation concentration.

Program Requirements

PROFESSIONAL CREDENTIALS

A **Master of Science in Counseling** with the combination of required courses can lead to one or more of these professional credentials:

- Licensed Clinical Professional Counselor (LCPC)
- Licensed Professional Counselor (LPC)
- Licensed Alcohol & Drug Counselor (LADC)
- Certified Rehabilitation Counselor (CRC)
- Certified School Counselor
- Certified Alcohol & Drug Abuse Counseling (CADC)
- Mental Health Rehabilitation Technician- Community Certification (MHRT-C)

Students must work with their advisor to ensure eligibility when seeking additional credentials.

I. Clinical Mental Health Counseling Concentration (63 credits)

The clinical mental health counseling concentration requires a total of sixty-three credit hours of coursework and is designed to allow students to learn skills specifically related to treating clients facing acute problems and developmental life issues, as well as clients interested in enriching their present life through the establishment of greater coherence and well-being. Students' learning is accomplished through our clinical training courses and specialized electives. These specialized electives allow students to choose an area of interest in which may include: children, family systems (which may also become an area of expertise), use of the creative arts, mind-body approaches, human sexuality, spirituality, or college mental health.

New students to the clinical mental health concentration are assured that they will always have the element of taking the program's clinical courses in an interactive, face-to-face, real-time classroom experience on campus. While technology allows us to have more and more courses offered at a distance, we believe it is important to always have the element of on-campus classes.

Through our classes, students can expect a comprehensive array of studies which integrates the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health and human service system, The roles, functions, skills, and professional identity of clinical mental health counselors are highlighted. Coursework focuses on the diagnosis, treatment, and prevention of mental and emotional disorders, psychological trauma, and the general principles and practices for the promotion of optimal mental health. During the final portion of their coursework, students will intern under the supervision of a licensed mental health clinician

Graduates are eligible to sit for the National Counselor Examination (NCE) and prepared to be licensed as a clinical professional counselor (LCPC) in Maine. Those students interested in substance abuse issues may consider earning expertise certificate in Substance Abuse Counseling as part of this concentration, earning credits toward licensure as a drug and alcohol counselor (LADC). An expertise certificate in Family Systems is also available. The clinical mental health counseling concentration holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Core Courses (36 credits)

EDU 600 Research Methods and Techniques
HCE 500 Orientation to the Counseling Profession

HCE 604 Career Development
HCE 605 Psychological Measurement and Evaluation
HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HCE 620 Fundamentals of Counseling Theories
HCE 621 Fundamentals of Counseling Skills
HCE 626 Group Process and Procedures
HCE 627 Group Counseling Practicum
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory
H RD 668 Human Development

Required Specialty Courses (21 credits)

HCE 640 Professional Issues for Mental Health Counselors
HCE 642 Perspectives in Chemical Dependency
HCE 644 Crisis Intervention
HCE 645 Diagnosis and Treatment Planning
HCE 686 Internship in Counselor Education (9 credits - 900 hours)

Electives (6 credits)

Expertise Certificate Area in Family Systems

For those persons interested in working in the area of family systems, the counselor education program offers coursework with a focus on counseling families, and in incorporating systemic perspectives even when counseling individuals. This expertise certificate area is available for masters and CAS students.

The following courses are required for this area of expertise:

HCE 650 Basic Concepts in Couple and Family Counseling
HCE 670 Application of Family Systems Theories
HCE 686 Internship in Counselor Education (3 credits, 300 hours focused on family counseling that is supervised by a supervisor trained in family systems approaches)

Expertise Certificate Area in Substance Abuse Counseling

For those students interested in working in the area of substance abuse, the counselor education program offers coursework which will enable students to obtain a Substance Abuse Counseling expertise area within their master's degree. This expertise certificate area is available as part of the clinical mental health counseling specialty. Students who complete this area as part of their master's degree meet all academic requirements necessary to become a licensed alcohol and drug counselor (LADC) in Maine.

The following courses are required for the expertise area:

HCE 642 Perspectives on Chemical Dependency
HCE 643 Psychopharmacology, Substance-Related Disorders and Integrated Co-Occurring Treatment
HCE 644 Crisis Intervention
HCE 650 Basic Concepts in Couple and Family Counseling
HCE 686 Internship in Counselor Education (6 credits - 600 hours in an in-patient/out-patient substance abuse treatment facility)

II. Rehabilitation Counseling Concentration (54 credits)

The rehabilitation counseling specialty requires a total of fifty-four credit hours of coursework. The specialty is intended to promote quality rehabilitation services to persons with disabilities through the education of rehabilitation professionals, providing services to rehabilitation organizations, and sponsorship of rehabilitation-related research and training. The graduate program's primary goal is to help students acquire the basic foundation, knowledge, skills, and experiences necessary to enter the profession of rehabilitation counseling and practice effectively as rehabilitation counselors.

The concentration’s mission is to promote quality rehabilitation services to persons with disabilities by (1) preparing qualified rehabilitation professionals; (2) providing services to rehabilitation professionals and organizations; and 93) sponsoring rehabilitation-related research and training. This mission includes the following objectives: To teach students the basic philosophic tenets underlying rehabilitation process and practice, specifically that: (1) all people have inherent value, resiliency, and capability and must be treated with the empathy, respect and dignity they deserve; (2) all citizens should have access to and opportunities for full societal participation with individuals and in settings of their choice; (3) persons with disabilities should be equal partners throughout the rehabilitation process; (4) rehabilitation should focus on societal, systems, and/or setting changes as much as individual adjustment; (5) the rehabilitation process should offer heightened hope, self-awareness, resources

and skills as well as social inclusion and support and public education; and (6) rehabilitation students and professionals adhere to high quality, ethical practice and to the Code of Professional Ethics for Rehabilitation Counselors. To provide practical knowledge and skills so that students become empathic, competent and ethical rehabilitation counselors in a wide variety of settings through the use of class and community experiences that acquaint students with rehabilitation philosophies, history, methods, and organizations; allow for sustained, direct instruction by individuals with disabilities, and offer varied, experiential and field-based learning in community rehabilitation settings.

To offer services, training and research to area rehabilitation agencies, consumer groups, and professional organizations through faculty and student service on local professional and consumer boards and committees, presenting at local and regional conferences, and providing local in-service training/consultations.

This program is designed to provide students with the basic competencies to provide rehabilitation counseling to a broad range of individuals with disabilities in a variety of settings, such as state vocational rehabilitation facilities, independent living centers, rehabilitation hospitals, employment assistance programs, private industry, the veteran's administration, and private-for-profit rehabilitation companies. The rehabilitation counseling specialty holds accreditation from the Council on Rehabilitation Education (CORE).

The rehabilitation counseling concentration focuses on the medical, psychological, vocational, and societal issues that surround people with disabilities and the practice of rehabilitation. Students are also offered practicum and internship experiences in community agencies that promote equity and empowerment of people with disabilities. Upon completion of their degree, students are eligible to take a national exam that qualifies them as certified rehabilitation counselors (CRC). Graduates become employed in public, private, and nonprofit rehabilitation agencies in Maine and across the country. The graduate program's primary goal is to help students acquire the basic foundation, knowledge, skills, and experiences to enter the profession and practice effectively and ethically as rehabilitation counselors.

Students are eligible to receive the MHRT/community certificate from the state of Maine upon completion of the degree program.

Core Courses (27 credits)

EDU 600 Research Methods and Techniques
HCE 605 Psychological Measurement and Evaluation
HCE 620 Fundamentals of Counseling Theories
HCE 621 Fundamentals of Counseling Skills
HCE 626 Group Process and Procedures
HCE 627 Group Counseling Practicum
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory
HRD 668 Human Development

Required Concentration Courses (24 credits)

HCE 510 Introduction to Rehabilitation Counseling and Service
HCE 514 Psychiatric Rehabilitation: Evidence-based Practices
HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HCE 615 Vocational Counseling and Placement in Rehabilitation
HCE 619 Recovery-Oriented Origins of Psychiatric Rehabilitation Practice
HCE 686 Internship in Counselor Education (6 credits - 600 hours)

Electives (3 credits)

Specialization in Psychiatric Rehabilitation within the Rehabilitation Counseling Concentration

This specialization is designed for rehabilitation counseling students who have an interest in working within the public mental health system, adhere consistently with the psychiatric rehabilitation (PSR) model/principles and are primarily meeting requirements of the Licensed Clinical Professional Counselor (LCPC) license with a secondary interest in the Certified Rehabilitation Counselor (CRC) credential.

Program Requirements (63 credit hours)

In addition to the above required core (27 credits) and concentration (24 credits) courses in the rehabilitation, students are required to take an additional 12 credit hours:

HCE 640 Professional Issues in Mental Health Counseling
HCE 643 Psychopharmology, Substance-Related Disorders and Integrated Co-Occurring Treatment
HCE 645 Diagnosis & Treatment Planning
HCE 686 Internship in Counselor Education (3 credits = 300 clock hours)

III. School Counseling Concentration (60 credits)

The school counseling specialty requires a total of sixty credit hours of coursework. Upon completion, students are eligible for certification from the Maine Department of Education in the area of school guidance and counseling, levels K-12. Certified graduates are qualified to become employed in elementary, middle, and secondary schools in Maine. Students are trained to become specialists in the planning and delivery of comprehensive developmental school counseling programs that reflect current research and validated paradigms. Graduates of this specialty are eligible to sit for the National Counselor Examination. The school counseling specialty holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Core Courses (36 credits)

EDU 600 Research Methods and Techniques
HCE 500 Orientation to the Counseling Profession
HCE 604 Career Development
HCE 605 Psychological Measurement and Evaluation
HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HCE 620 Fundamentals of Counseling Theories
HCE 621 Fundamentals of Counseling Skills
HCE 626 Group Process and Procedures
HCE 627 Group Counseling Practicum
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory
HRD 668 Human Development

Required Concentration Courses (21 credits)

HCE 607 School Guidance Programs and Services
HCE 609 The Practice of School Counseling
HCE 622 Counseling Children and Adolescents
HCE 642 Perspectives in Chemical Dependency
HCE 644 Crisis Intervention
HCE 686 Internship in Counselor Education (6 credits - 600 hours)

Electives (3 credits)

Certification Note: To receive certification as a school counselor in the state of Maine, students must take an exceptionalities course. This may be an undergraduate or graduate course. If you choose to take a graduate course, we recommend HCE 606 Counseling Services for Students with Exceptional Needs. For course descriptions, please click here: http://usm.maine.edu/sehd

Tk20 Subscription:

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Admission Information

Minimum Requirements

Applicant must have a bachelor's degree, from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied

Application Deadline

November 15

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Test scores from either GRE or MAT (see below);
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation;
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.

Special Essay Question

In addition to the general requirements of the program, candidates for the counseling master's program should provide a narrative, preferably typed, in the form of a brief autobiography that relates the applicant's experiences that have led to an interest in counseling and application to the counselor education program.

Candidates are also asked to address the following statement: "As counseling professionals, we are constantly seeking areas in ourselves that bear examination and change. As future practitioners, you will be witness to a wide variety of client experiences." Please discuss areas in yourself that may block your ability to empathically listen to client experiences that are different from your own. The entire narrative, including the autobiography and the statement, should be limited to three typewritten, double-spaced pages which will be evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of responses.

The admissions process requires a formal interview. Candidates to be interviewed will be rated on three areas of personal criteria:

- understanding of and commitment to the counseling field,
- self-awareness, and
- thinking skills/decision making ability.

As part of the interview, applicants will be required to provide a brief, spontaneous writing sample.

Testing Requirement

Applicants to the counseling program must take the MAT or GRE. One of the tests must be taken within five years of application. For those taking the Miller Analogies Test (MAT) you must have earned a score of 398 or above. For the GRE (Graduate Record Exam) you must have earned a score of 286 or above combined verbal and quantitative scores, or equivalent for candidates who took the GRE prior to September 1, 2011 (this requirement is waived for applicants already holding a graduate degree).You must have earned a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher for students whose native language is not English.

Applicants who did not score 398 or equivalent, on the MAT or 286 or equivalent combined on the verbal and quantitative sections of the GRE must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Transfer Credit

A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses.

Graduate students in master's level counseling programs at other accredited universities may transfer into the program if they take their final 21 hours, including the internship requirement, in USM's counselor education program.

Professional Licensure and Certification Notice

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

Certificate of Advanced Study in Counseling

Description

The post-master's certificate of advanced study (CAS) in counseling is designed to offer a broad range of professional development opportunities for practicing counselors. The overall goal of the certificate program is to enhance and enrich the counselor's educational foundation and to give focus to advanced knowledge and skills that will shape future professional practice. The CAS in counseling requires thirty credit hours of graduate coursework. Students will work cooperatively with faculty to design a certificate program that is substantive, developmental and focused, and may also take advantage of special certification options in counseling supervision, play therapy, substance abuse counseling, rehabilitation counseling, and couple and family therapy.

Program Requirements

Focus Area (30 credits)

Students can pursue one or more of the focus areas detailed below, or design a professionally relevant focus area of their own with the assistance of a faculty advisor.

Portfolio

Students develop a professional portfolio describing progress toward professional goals while in the CAS program. Portfolios are used in final seminars as the basis for discussion, summary, and sharing among completing students.

Focus Areas

Clinical Supervision:

HCE 681 Clinical Supervision
HCE 687 Internship in Clinical Supervision
HCE 694 Practicum in Individual Supervision
Electives: 21 credits selected in consultation with an advisor

Holistic Counseling:

HCE 507 Spirituality and Religion in Counseling
HCE 619 Recovery-Oriented Origins of Psychiatric Rehabilitation Practice
HCE 641 Mind/Body Techniques
Electives: 15 credits selected in consultation with the advisor.

Play Therapy:

HCE 623 Theories and Applications of Play Therapy: Summer Institute
Electives: 27 credits selected in consultation with an advisor. At least two courses (6 credits) must be selected from the following list to qualify for national certification:

HCE 622 Counseling Children and Adolescents
HCE 624 Child-Centered Play Therapy
HCE 625 Adlerian Play Therapy
HCE 687 Internship in Clinical Supervision (play therapy placement)
HCE 694 Practicum in Individual Supervision (play therapy placement)
HCE 695 Practicum in Play Therapy

Self-Designed:

With the assistance of their faculty advisor, students may design a program of study that fulfills their individual learning goals. This option may also be used to obtain state certification in rehabilitation or school counseling, or state licensure as a substance abuse counselor.

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Candidates should have a master's degree in counseling or allied field from a regionally accredited college or university, and, preferably, a minimum of two years of experience in professional practice.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are submitted using our online application form. You will simply need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant's reason(s) for pursuing advanced graduate study; the proposed focus of the applicant's program, including specific courses if known; and an explanation of how the proposed program fits the applicant's personal and professional goals.

In addition to the general requirements of the College, candidates should provide a proposed plan of study for the CAS that includes:

- a brief autobiography, including the area of study in the master's degree and related experience, professional training, and credentials;
- overall goal to be accomplished through the program;
- future aspirations and professional development needs; and
- proposed coursework, including a tentative list of courses or other curricular experiences.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policy

Students may not transfer courses that were part of a master's degree of fewer than sixty credits toward the CAS. Up to six post-master's graduate credits may be accepted by the CAS admissions committee, provided these credits were earned no more than three years prior to matriculation in

the CAS and were completed with a grade of B or better.

Students may be able to apply up to twelve credits that were part of a master's degree that required sixty or more credits toward the CAS. These courses must be directly related to the student's proposed CAS program of study, provided these credits are approved by the counselor education program faculty and were completed with a grade of B or better.

Certificate of Graduate Study in Mental Health Rehabilitation Technician/Community (MHRT/C)

Description

The MHRT/community certificate program is offered through the Human Resource Development department and is especially suited for practitioners who work in the mental health system and desire training in psychosocial rehabilitation, and persons with prior graduate training who need flexible coursework to update their skills and knowledge in the psychosocial rehabilitation approach.

Program Requirements

The five-course program described below leads to the MHRT/community certificate and can also lead to the new state employment specialist certificate.

HCE 510 Introduction to Rehabilitation Counseling and Services
HCE 514 Psychiatric Rehabilitation: Evidence-based Practices
HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HCE 615 Vocational Counseling and Placement in Rehabilitation

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Criteria for admission include successful completion of a bachelor's degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Persons with a bachelor's degree and one year direct experience in the mental health field may apply for the five-course sequence.

Application Deadline

Rolling

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Applications must include:

- Submission of an Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Certificate of Graduate Study in Culturally Responsive Practices in Education

and Human Development

Description

The 12-credit Certificate of Graduate Study in Culturally Responsive Practices is offered through the Human Resource Development Department and the Multicultural Education program and is designed to accommodate individuals who wish to obtain a basic background in culturally responsive practices in education and human development, especially: teachers, educational technicians, counselors, and leaders in education.

Program Requirements

Program Requirements (12 credits)

Students are required to select at least one School of Education and Human Development (SEHD) course from the list below to ground their understandings in pedagogical practices.
EDU 559 Aspects of Reading for Multilingual Learners
EDU 562 Linguistics and Cultural Diversity in the Classroom
HCE 507 Spirituality and Religion in Counseling
HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HRD 545 Gender and Learning
HRD 643 Multicultural Adult Development
HRD 646 Global Perspectives of Adult Education and Practices
HRD 699 Independent Study (open to matriculated students only)
SED 540 Learners Who are Exceptional in General Education

Other courses as approved by program advisor

Students may choose from the following USM courses, offered outside of the College of Education and Human Development.

American and New England Studies
ANE 638 Reading the Cultural Landscape
ANE 641 Environment and Culture

Leadership Studies
LOS 661 Ethical and Spiritual Dimensions of Leadership
LOS 670 Leadership Study Abroad (6 credits)

Muskie School
CPD 602 Sustainable Communities

Occupational Therapy
OTH 507 Social Issues and Ethics

Social Work
SWO 501 Multicultural Social Work
SWO 502 Critical Thinking about Human Behavior I
SWO 583 Social Work with Immigrants, Refugees and Asylum Seekers

Admission Information

Criteria for admission include successful completion of a bachelor's degree from a regionally accredited college or university. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

Rolling

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Applications to the certificate program will be reviewed periodically by an admissions committee during the academic year. This committee will include members from Multicultural Education Programs, including the diversity scholars, Counseling, and Adult and Higher Education coordinator, and members of the departments within the School of Education and Human Development. Incomplete applications will not be accepted. Applications are available at: http://usm.maine.edu/graduateadmissions

Educational Leadership Overview

The USM Educational Leadership program recognizes the career paths of education professionals, from classroom teachers who aspire to school leadership to experienced administrators who are pursuing advanced positions at the district level.

Three types of programs provide learning opportunities and credentials for those at different points in their career development paths. Because those who are pursuing advanced study have often identified their own learning goals and needs, programs are designed to draw on the professional experiences of students and to use the real problems they face in their classrooms, schools, and districts as part of the educational program.

MSEd in Educational Leadership

Description

The master of science in education in educational leadership focuses on the preparation of leaders for educational settings that promote equitable learning opportunities for all students. The program of study is designed to develop general leadership perspectives and specific technical skills for people assuming roles as teacher leaders, principals, special education directors, curriculum coordinators, or superintendents.

The educational leadership program is divided into three areas of study: administration, for certification as school principal, as a curriculum director, or as a director of special education. All areas are appropriate for candidates desiring to serve as teacher leaders. Teacher leader candidates may also wish to pursue the Professional Educator. See the Master of Science in Education: Professional Educator section for program information.

Graduates of the educational leadership program will be able to:

- evaluate research and use it as a tool to improve educational practice;
- analyze and understand teaching as a science, an art, and a craft and develop strategies for its improvement;
- plan, implement, and evaluate programs of instruction that promote learning for all students;
- establish clear learning standards and multiple forms of assessment of student learning;
- work effectively as a member of a team and as a developer of teaching and learning;
- demonstrate reflective practice tools, strategies, and habits of mind; and
- utilize appropriate communication when interacting with the internal and external environments.

In addition to these common outcomes, graduates of the administration strands leading to certification as a school principal, curriculum director, or director of special education programs will be able to:

- understand the culture of schools, leadership theories, and the impact of the leadership function;
- assess school climate and culture and develop a positive organizational environment for adult and student learning;
- understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning;
- fulfill the daily operations and management requirements of the principalship or directorship;
- understand legal constraints and precedents which dictate educational policy and practice;
- supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice; and
- understand and apply knowledge about adult learning and teacher development.

Although the program may lead to certification as curriculum coordinator or other administrative roles, it is equally appropriate for the classroom teacher who simply wants to make a difference in her or his setting.

Program Requirements

Certification as a School Principal (36 credits)

EDU 600 Research Methods and Techniques
EDU 605 Teaching, Learning, and Assessment
EDU 603 Analysis of Teaching or
EDU 617 Teaching in the Middle Level School
EDU 604 Curriculum Development or
EDU 615 Middle Level Curriculum
EDU 670 Introduction to Educational Leadership
EDU 671 Organizational Behavior
EDU 677 Seminar in School Management
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel
EDU 685 Internship in School Administration (three semesters, nine credits)

Certification as a Curriculum Coordinator (36 credits)

EDU 600 Research Methods and Techniques
EDU 605 Teaching, Learning, and Assessment
EDU 603 Analysis of Teaching or
EDU 617 Teaching in the Middle Level School
EDU 604 Curriculum Development or
EDU 615 Middle Level Curriculum
EDU 670 Introduction to Educational Leadership
EDU 671 Organizational Behavior
EDU 677 Seminar in School Management
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel
EDU 688 Internship in Curriculum Administration (three semesters, nine credits)

Certification as a Director of Special Education (36 credits)

EDU 600 Research Methods and Techniques
EDU 603 Analysis of Teaching
EDU 671 Organizational Behavior
EDU 677 Seminar in School Management
EDU 678 School Law
EDU 679 Evaluation and Supervision of Teaching
EDU 686 Internship in Special Education Administration (three semesters, nine credits)
SED 618 Programming for Learners with Special Needs
SED 682 Special Education Law
SED 684 Introduction to Special Education Administration

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Applicant must have a bachelor's degree from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied

In addition to the general requirements of the School, applicants to the educational leadership program should provide evidence of strong overall undergraduate performance and, in the administrative strand, are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are easily submitted using our online application form. You will simply need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation. The recommendations should be from persons able to comment from direct knowledge of the applicant's potential for success as a building administrator, special education director, or teacher leader;
- Essay (see below);
- Completed Teacher Credential Summary Form;
- Certification of finances (international students only).;
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.

Special Essay Question

Type a brief essay (300-500 words) stating your reasons for pursuing graduate study, your professional goals, and how you think this program of study will contribute to these goals. You may include a statement of any special interest you would like to pursue in your study. This should be a well-written, thoughtful personal statement.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English.

International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit

Previously completed graduate courses may be approved for transfer into a graduate program within the educational leadership program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application. Credits proposed for transfer may not have been used to qualify for a previously earned degree.

For previous work completed through the University of Maine System (UMS), up to twelve credits may be accepted if the courses meet the requirements above and they are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

MSEd in Professional Educator

Description

The M.S.Ed.: Professional Educator is a 33 credit hour program that is designed for educators in a variety of settings who want to increase their knowledge, deepen their practice, and develop leadership in curriculum, instruction, and assessment through disciplined graduate study.

Students take courses from a foundation core and an academic core that focuses on curriculum, teaching, and assessment. Students then complete a concentration. A capstone completes the program. This program is administered by the Educational Leadership program.

Program Requirements

Total Required Credits: 33

Foundations Core (15 credits)

Required: EDU 600: Research Methods and Techniques (3cr)

Select one course from the following
EDU 562: Linguistic and Cultural Diversity in the Classroom (3 cr)
EDU 670: Introduction to Educational Leadership (3cr)
EDU 671: Organizational Behavior (3cr)
EDU 695: Topics in Professional Education (3cr)

Required: EDU 605 Teaching, Learning and Assessment

Select one 3 credit curriculum course from the following
EDU 604 Curriculum Development (3cr)
EDU 615 Middle Level Curriculum Organization (3cr)

Select one 3 credit teaching course from the following
EDU 514 Improving Teaching in the Content Area through Literacy (3cr)
EDU 603 Analysis of Teaching (3cr)
EDU 617 Teaching at the Middle Level (3cr)

Concentration (15 credits)

Select from one of the following options; prior advisor approval required
Cohort or self designed concentration
An approved graduate concentration or certificate*
* If less than 15 credits, additional relevant courses required

Capstone Seminar (3 credits)
EDU 667 Professional Educator Capstone Seminar (3cr)
Students work with a faculty member to define the capstone experience. This may include portfolio, thesis, internship, action research project, or other appropriate format.

Note: Course substitutions are permitted with advisor approval.

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum requirements: Applicant must have a bachelor's degree and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. Applicants must hold a bachelor's or master's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

In addition to the regular requirements of graduate admission, applicants to the professional educator program must submit proof of teacher certification. The certification can be in any area and/or from any state. Practicing educators in private schools or other settings that do not require state certification are exempt from this requirement.

Application Deadline

Rolling with priority deadlines for fall by May 1, spring by October 15, and summer by March 15.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are easily submitted using our online application form. You will simply need to

provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay (see below);
- Completed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.

Special Essay Question

Teaching is a learning profession. "When teachers stop learning, so do their students." (Roland Barth). How do you envision yourself as a teacher and a learner in the Professional Educator program?

Testing Requirement

Applicants must submit proof of teacher certification, which can be in any area or from any state.

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit

Previously completed graduate courses may be approved for transfer into a graduate program within the professional educator program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application. Credits proposed for transfer may not have been used to qualify for a previously earned degree.

For previous work completed through the University of Maine System, up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Certificate of Advanced Study in Educational Leadership

Description

The post-master's certificate of advanced study program in educational leadership is designed to meet the needs of practicing educators, including teachers, principals, curriculum directors, and superintendents, who are interested in pursuing advanced academic work in educational reform and leadership. The CAS requires thirty credit hours of graduate coursework beyond the master's degree and a three- to nine-credit capstone experience. Students engage in careful reading of research and scholarship, oral and written presentations, and applied projects. CAS students design their own plan of study in consultation with their CAS advisor. As a result of completing this program, students will have demonstrated: self-assessment and reflective practice tools, skills, and habits of mind; research design and methodological decision-making skills; advanced oral and written communication skills; knowledge of current scholarship in educational reform and leadership; and capacity for connecting theory and practice in posing and solving educational problems. Maine certification as a principal, assistant principal, or curriculum coordinator may be earned through the CAS program.

Program Requirements

Self-designed Concentration (21-27 credits)

Graduate coursework may be taken in any existing graduate program within the School of Education and Human Development or USM's Muskie School of Public Service, School of Business, and College of Arts, Humanities, and Social Science or from other institutions, upon approval of the faculty advisor.

Capstone Project (3-9 credits)

Three capstone project options are available:

1. EDU 612 Practicum/Seminar
2. Or one of the following:
   EDU 685 Internship in School Administration
   EDU 686 Special Education Administration
   EDU 687 Superintendency
   EDU 688 Curriculum Administration
3. Or EDU 665 CAS Directed Study

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Criteria for admission include successful completion of a master's degree from a regionally accredited college or university, EDU 600 or equivalent research course, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are easily submitted using our online application form. You will simply need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant's reason(s) for pursuing advanced graduate study; the proposed focus of the applicant's program, including specific courses if known; and an explanation of how the proposed program fits the applicant's personal and professional goals.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the educational leadership program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application. Credits proposed for transfer may not have been used to qualify for a previously earned degree.

For previous work completed through the University of Maine System (UMS), up to twelve credits may be accepted if the courses meet the requirements above and they are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program

coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Certificate of Graduate Study in Assistant Principal

Description

The assistant principal certificate program is offered through the Professional Education Department and is designed to meet the state requirements for assistant principal certification in Maine and to provide a foundation for graduate work in educational administration. This twelve-credit program consists of four courses:

Program Requirements

This twelve-credit certificate consists of four courses:
EDU 670 Introduction to Educational Leadership
EDU 671 Organizational Behavior
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel

Courses may be taken in any sequence. At the conclusion of the certificate program, students will not only have satisfied state requirements for a Maine assistant principal's certificate but will have completed a significant part of the entry and foundation coursework for a master's degree in educational leadership. In addition, they will receive USM certificates of program completion which can be cited on résumés and vitae.

Although credits from the certificate program may be transferable to a master's program, students who wish to matriculate into a master's program must apply separately for admission.

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Admission Requirements: Criteria for admission include successful completion of a bachelor's degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

In addition, applicants to the assistant principal certificate are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

Application deadline

Admission applications are accepted on a rolling basis with priority deadlines
for intended semester of matriculation.

- By October 15 for Spring Semester
- By March 15 for Summer Semester
- By May 1 for Fall Semester

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Applications must include:

- Submission of an Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement; and
- Completed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Certificate of Graduate Study in Athletic Administrator

Description

The athletic administrator certificate program is offered through the Professional Education Department and is designed to prepare graduates for the responsibilities of the athletic administrator in middle and high schools in Maine. Students who complete the athletic administrator certificate program will not only have impressive graduate background in athletic administration, but will have satisfied the state course requirements for a Maine assistant principal's certificate. In addition, graduates will have completed a significant part of the entry and foundation coursework for a master's in educational leadership.

Program Requirements

This 18-credit certificate consists of six courses:

*EDU 670 Introduction to Educational Leadership
*EDU 671 Organizational Behavior
*EDU 678 School Law
*EDU 679 Evaluation and Supervision of School Personnel
EDU 690 Introduction to Athletic Administration
EDU 691 Sports Law and Regulation Compliance

Courses may be taken in any sequence. Upon completion of the program, students will be awarded USM certificates for both athletic administration and the assistant principalship, which can be included on résumés and job applications. Upon submission of the USM transcript, the state office of certification will issue a state of Maine assistant principal certificate to candidates with appropriate professional prerequisites established by the state of Maine.

* Although twelve of the eighteen credit hours earned in this program (indicated by single asterisks above) can be transferred into a master's program, students who wish to matriculate into the master's program must apply separately for admission.

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Admission Requirements: Criteria for admission include successful completion of a bachelor's degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

In addition, applicants to the athletic administrator certificate are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

Application deadline

Admission applications are accepted on a rolling basis with priority deadlines
for intended semester of matriculation.

- By October 15 for Spring Semester
- By March 15 for Summer Semester
- By May 1 for Fall Semester

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Applications must include:

- Submission of an Application for Certificate Program, including a $25.00 nonrefundable application fee;

- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement; and
- Completed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Educational Psychology Overview

The USM Educational Psychology Program offers four (4) different programs of study:

1. Master of Science in Educational Psychology: Applied Behavior Analysis concentration (MSABA; 36 credits)
2. Certificate in Applied Behavior Analysis (CABA; 21 credits)
3. Certificate in Response to Intervention for Academics (RTI-A; 18 credits)
4. Certificate in Response to Intervention for Behavior (RTI-B; 18 credits)

Both the M.S. and CABA include the classes required to obtain the Board Certified Behavior Analyst (BCBA) credential. The BCBA is a national certification administered by the Behavior Analyst Certification Board (BACB). The M.S. is for those who want the BCBA but do not have master's degree. The CABA is for those who want the BCBA but already have a master's degree. Both the MS and CABA are approved by the BACB. There are three (3) steps needed to become a BCBA:

1. Complete coursework
2. Complete 1500 hours of internship supervised by a BCBA
3. Take and pass the national BCBA exam

USM offers step 1, the coursework, but does not provide steps 2 and 3. Those seeking the BCBA must complete steps 2 and 3 on their own as specified by the BACB. Information about the BCBA application process can be obtained from: http://www.bacb.com/

The Certificates in RTI for Academics (RTI-A) and Behavior (RTI-B) are designed for classroom teachers, school administrators, and other school personnel interested in learning how to design and implement RTI methods in their schools. Students in the RTI-A and RTI-B programs all take the same three (3) entry-level core classes. After completing these core classes, students then take classes specific to RTI for Academics or RTI for Behavior.

MS in Educational Psychology with a concentration in Applied Behavior Analysis

Description

The Master of Science in Educational Psychology with a concentration in applied behavior analysis (MSEPABA) prepares master's-level clinicians with the education and training to sit for the examination to become Board Certified Behavior Analysts (BCBA). The program's goals are:

- to provide a consistent and coherent program of study in educational psychology founded on specific conceptual frameworks (outlined below),
- to teach and demonstrate best practices in behavior analysis in all program courses and activities, and
- to prepare students for the practice of behavior analysis in Maine and elsewhere.

The MSEPABA objectives pull together the mission and goals by providing courses and practical strategies for implementing best practices in behavior analysis by using empirically validated assessment, intervention, and consultation methods.

The M.S. in Educational Psychology program prepares students to meet competencies set forth by the Behavior Analyst Certification Board (BACB). Upon completion of the program, graduates have earned the academic requirements in the preparation for the practice of behavior analysis. The program is designed to meet the academic requirements necessary for the following credentials: Board Certified Behavior Analyst (BCBA).

Based on the models and professional standards found in the program philosophy, students in the M.S. program receive training in the following areas: functional behavior assessment (e.g., indirect, direct, and analogue), clinical interviews, interventions, consultation, positive behavioral supports, social psychology, applied research and evaluating the effectiveness of interventions, and single case experimental design.

In addition to the academic requirements, BACB requires a 1,500-hour supervised work experience; this work experience must occur in a

behavior analytic environment under the supervision of a Board Certified Behavior Analyst. The supervised work is intended to provide students or graduates with experience utilizing the knowledge and skills gained during and concurrent with coursework. The supervised work is conducted under the direct supervision of a BCBA and may or may not involve direct supervision by University faculty. The supervised work experience is arranged by the student independent of the University or educational psychology program, by the student and may occur concurrent with or upon completion of the coursework.

Consistent with BACB Guidelines for Responsible Conduct For Behavior Analysts (August 2010), graduates of the program are encouraged to maintain a rigorous course of professional development throughout their careers and are bound to limit their practice to competencies and populations in which they are trained.

Graduates who are interested in further development in behavior analysis or as an educational or school psychology practitioner are encouraged to pursue doctoral training. Doctoral training typically prepares practitioners in advanced skills practice (e.g., neuro-psychological assessment, behavioral assessment, counseling, applied behavior analysis, applied research, supervision) with specific populations (e.g., emotional disability, developmental disabilities, autism, learning disability).

Program Requirements

Program Requirements (36 credits)

EDU 600 Research Methods and Techniques (Must be taken within first year)
SED 540 Learners Who are Exceptional in General Education
SPY 601 Behavioral Principles of Learning
SPY 602 Clinical Research Methods
SPY 604 Functional Behavioral Assessment
SPY 605 Advanced Applied Behavior Analysis
SPY 606 Behavior Therapy
SPY 607 Consultation in School Psychology
SPY 608 Professional Ethics in behavior Analysis
SPY 671 Physical Bases of Behavior
SPY 673 Social Foundations of Behavior
SPY 675 Indirect Behavioral Assessment

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Applicant must have a bachelor's degree U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA can enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Successful candidates will be selected on the basis of overall quality of all required application components (GPA, test score, recommendations, and personal narrative).

Application Deadline

Rolling with priority deadlines for fall by May 1, spring by October 1, and summer by March 15.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's ability to study at the graduate level. Recommendations are easily submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation;
- Essay (see below);

- Certification of finances (international students only);
- Submission of test score (see below);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

In addition to the general admission requirements of the University, applicants to the Educational Psychology master's program must provide a narrative essay that answers this question:

"Why do you seek training in applied behavior analysis?"

This narrative is evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of information given about the following: how the study of behavior analysis aligns with your professional goals and your understanding of and commitment to the field of applied behavior analysis.

Testing Requirements

Applicants to the education psychology program must take the MAT or GRE. One of the tests must be taken within five years of application. For those taking the Miller Analogies Test (MAT) you must have earned a score of 390 or above. For the GRE (Graduate Record Exam) those applicants who took the exam before September 1, 2011 must have earned a score of 900 or above on the combined verbal and quantitative scores. For applicants who took the GRE exam on or after 1 September 2011, the minimum combined score is 290. Applicants with a prior graduate degree do not have to submit MAT or GRE scores (Note that this exception is not applicable to admission to the Psy.D. program). For applicants who are English language learners, a minimum score of 550 on the on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the internet-based TOEFL test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher for students whose native language is not English.

Applicants who did not who do not meet the above minimum score requirements can enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Transfer Credit

Students admitted to the Master of Science in Educational Psychology program can request permission to transfer up to six graduate credits toward the M.S. in Educational Psychology. In order for credits to be eligible for transfer, they must meet the following criteria:

The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.

The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student's USM program of study.

The earned grade for the course must be a B or higher (GPA equivalent of 3.0).

The credits must have been earned within 3 years from the date when transfer credit is requested.

The credits must not have been applied to any previously earned degree.

For students seeking certification for BCBA, any applicable course(s) must be transferred from a program that is approved by the Behavior Analyst Certification Board.

Transferred credits will be noted on the student's USM transcript and counted toward the student's degree or certificate program of study. To request transfer of credit(s), a student must submit the course syllabus and official transcript(s) showing the course grade(s) for the course(s) already taken to the Educational and School Psychology Program Coordinator. The coordinator will refer the request to the program faculty with expertise in the content area to determine if the credit transfer is approved. Once approved, the program will notify the USM Registrar to enter the official transfer onto the student's record.

Certificate in Applied Behavior Analysis

Description

The post master's Certificate in Applied Behavior Analysis (CABA) is offered through the Department of Educational Psychology and Exceptionality and includes an twenty-one-credit program of study related to the research foundations, methods, ethics, and applications of applied behavior analysis. The certificate provides the coursework that leads to the Board Certified Behavior Analyst (BCBA) credential. The certificate does not automatically lead to obtaining the BCBA. Becoming a BCBA requires 1,500 hours of supervised work experience in a behavior analytic environment under the supervision of a Board Certified Behavior Analyst (BCBA). The supervised work may be completed concurrent with the coursework, and must be supervised and documented. Visit the Behavior Analyst Certification Board Web site for detailed information concerning the BCBA credentialing, supervised work, and examination requirements. Upon completion of coursework and supervised work, students must also pass a national exam. Those who complete the required coursework, the supervised work, and pass the national exam will earn the BCBA. The supervised work experience is arranged by the student, independent of the University or Educational Psychology program, and may occur concurrent with or upon completion of the coursework.

Program Requirements

Students in the 21-credit certificate program take the following courses:

SPY 601 Behavioral Principles of Learning
SPY 602 Clinical Research Methods
SPY 604 Functional Behavioral Assessment
SPY 605 Applied Behavior Analysis
SPY 606 Behavior Therapy
SPY 607 Consultation in School Psychology
SPY 608 Ethics for Behavior Analysis

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Criteria for admission include successful completion of a master's degree. To earn the certificate, students must complete the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Since the Certificate of Applied Behavior Analysis is a post-master's certificate program, applicants not currently matriculated in the M.S. or Psy.D. in school psychology programs must show evidence of a master's degree.

Application Deadline

Rolling with priority deadlines for spring by October 1, summer by March 15, and fall by May 1

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree programs must be made under separate cover.

Transfer Credit

Students admitted to the Certificate in Applied Behavior Analysis can request permission to transfer up to six graduate credits toward the Certificate in Applied Behavior Analysis (CABA). In order for credits to be eligible for transfer, they must meet the following criteria:

For students seeking certification for BCBA, any applicable course/s must be transferred from a program that is approved by the Behavior Analyst Certification Board.

The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of

Education.

The credits must have been earned for a course that is equivalent in content covered and skills developed to one required in the student's USM program of study.

The earned grade for the course must be a B or higher (GPA equivalent of 3.0).

The credits must have been earned within 3 years from the date when transfer credit is requested.

The credits must not have been applied to any previously earned degree.

Transferred credits will be noted on the student's USM transcript and counted toward the student's degree or certificate program of study. To request transfer of credit(s), a student must submit the course syllabus and official transcript(s) showing the grade(s) for the course(s) to the Educational Psychology program coordinator. The coordinator will consult with program faculty to determine if the credit transfer is approved. Once approved, the program will notify the USM Registrar to enter the official transfer onto the student's record.

Certificate of Graduate Study in Response to Intervention: Academic

Description

The two separate certificates of graduate study in Response to Intervention (RTI) are offered through the Department of Educational Psychology and Exceptionality. They are designed for practicing teachers in general and special education who seek to learn how to design, implement, and evaluate RTI methods in schools.

There are two certificates of graduate study in RTI:

- Response to Intervention: Academic
- Response to Intervention: Behavior

Certificate students in both programs will learn the core features of RTI as a multi-tier system to support all students. There are three courses which are common to both certificates, and then three individual courses required for the Academic and the Behavior certificates. There is an optional course in consultation for those seeking to serve in a consulting role. Both RTI: Academic and RTI: Behavior certificates prepare educators to design and implement systems of support which focus on establishing Tier I (core) curriculum practices as the foundations. Students interested in earning both certificates should consult an advisor in the program.

Program Requirements

RTI: Academic - Requirements (18 credits)

SED 615 Positive Behavior Interventions and Supports
SPY 601 Behavioral Principles of Learning
SPY 620 Introduction to Multi-Tier Systems of Student Support for General and Special Education
SPY 625 Multi-Tier Mathematics Instruction for General and Special Education
SPY 627 Multi-Tier Reading Instruction for General and Special Education
SPY 672 Assessment of Academic Achievement
SPY 607 Consultation in School Psychology (optional elective)

Admission Information

Criteria for admission include successful completion of a bachelor's degree from a regionally accredited college or university. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

Rolling with priority deadlines for spring by October 1, summer by March 15, and fall by May 1

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Applicants who wish to pursue both certificates must complete a separate application for each.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Certificate of Graduate Study in Response to Intervention: Behavior

Description

The two separate certificates of graduate study in Response to Intervention (RTI) are offered through the Department of Educational Psychology and Exceptionality. They are designed for practicing teachers in general and special education who seek to learn how to design, implement, and evaluate RTI methods in schools.

There are two certificates of graduate study in RTI:

- Response to Intervention: Academic
- Response to Intervention: Behavior

Certificate students in both programs will learn the core features of RTI as a multi-tier system to support all students. There are three courses which are common to both certificates, and then three individual courses required for the Academic and the Behavior certificates. There is an optional course in consultation for those seeking to serve in a consulting role. Both RTI: Academic and RTI: Behavior certificates prepare educators to design and implement systems of support which focus on establishing Tier I (core) curriculum practices as the foundations. Students interested in earning both certificates should consult an advisor in the program.

Program Requirements

RTI: Behavior - Requirements (18 credits)

SED 615 Positive Behavior Interventions and Supports
SPY 601 Behavioral Principles of Learning
SPY 602 Clinical Research Methods
SPY 610 Developing a School-wide System of Behavior Support
SPY 620 Introduction to Multi-Tier Systems of Student Support for General and Special Education
Elective (3 credits) in special education, school psychology, or as approved by advisor
SPY 607 Consultation in School Psychology (optional elective)

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Criteria for admission include successful completion of a bachelor's degree from a regionally accredited college or university. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

Rolling with priority deadlines for spring by October 1, summer by March 15, and fall by May 1

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Applicants who wish to pursue both certificates must complete a separate application for each.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Literacy Education Overview

The Literacy Education program offers certificates of graduate study, masters degrees, and certificates of advanced study in literacy education. The Literacy Education program is designed to provide educators with a thorough understanding of literacy development, process, and instruction.

Since literacy is the foundation for school success in every curricular area, and it profoundly affects the personal lives of all citizens, the importance of effective literacy teaching and learning cannot be overemphasized. The purpose of the program is to develop and support leaders in literacy education. Commitment to the promotion of multicultural literacy is reflected in an ESL concentration, the only one of its kind in Maine.

MSEd in Literacy Education (with or without ESL concentration)

Description

The Master of Science in Education in Literacy Education, an advanced certification for teachers, provides students with a sound theoretical and empirical knowledge base relating to literacy acquisition. The purpose of the program is to enable students to become informed decision makers who are capable of designing and implementing appropriate up-to-date instruction in reading and writing at all levels. Students will acquire the knowledge and skills necessary to become effective advocates for improving literacy instruction in their schools. The program is designed for classroom teachers, literacy teachers, and other experienced educators whose primary responsibility is helping students to become competent users of language.

Program Requirements

Literacy Education

Program Requirements (36 credits)

First Tier Courses (27 credit hours)
EDU 511 Children's Literature **or**
EDU 513 Adolescent Literature
EDU 514 Improving Teaching in Content Areas through Literacy
EDU 521 Digital Literacies and Education
EDU 562 Linguistic and Cultural Diversity in the Classroom
EDU 600 Research Methods and Techniques
EDU 607 Teacher Research in Literacy
EDU 620 Reading Development and Instruction
EDU 621 Literacy Problems: Assessment and Instruction
EDU 626 The Writing Process

Second Tier Courses (9 credit hours)
EDU 634 Seminar in Literacy Research
EDU 639 Practicum in Literacy Education (6 credits)

Concentration in English as a Second Language

The Master of Science in Education in Literacy Education with a concentration in English as a Second Language (ESL) provides students with the knowledge base related to language acquisition by English language learners (ELLs). The emphasis is on literacy development in the second language. The program provides classroom practitioners with the skills needed to assess language and implement instruction to improve learners' proficiency for competent second language use.

Program Requirements (36 credits)

First Tier Courses (27 credit hours)
EDU 514 Improving Teaching in Content Areas through Literacy
EDU 557 Teaching Writing to Multilingual Learners*
EDU 558 Content-Based Curriculum for English Language Learners*
EDU 559 Aspects of Reading for Multilingual Learners*
EDU 561 Aspects of the English Language*
EDU 562 Linguistic and Cultural Diversity in the Classroom*
EDU 563 ESL Testing and Assessment*
EDU 600 Research Methods and Techniques
EDU 607 Teacher Research in Literacy

Second Tier Courses (9 credit hours)
EDU 635 Seminar in Second Language Literacy
EDU 639 Practicum in Literacy Education (6 credits)

* These courses meet state requirements for endorsement as an ESL teacher, K-12. State endorsement in ESL requires prior teacher certification and a passing score on the Praxis II exam (0361) for Teachers of English to Speakers of Other Languages. The master's degree in literacy education with an ESL concentration does not qualify graduates for Maine literacy specialist certification; however, additional courses may be taken beyond this master's degree to qualify. Students should consult with their advisor for more details.

Tk20 Subscription

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Admission Information

Minimum Requirements: Applicant must have a bachelor's degree and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. The applicant must also have attained teacher certification (provisional or professional level).

Applicants must hold a bachelor's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Application Deadline

May 1 for fall matriculation, October 1 for spring matriculation, and March 1 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.

- Essay: see essay question below;
- Completed and signed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

Type a brief essay (300-500 words) stating your reasons for pursuing graduate study, your professional goals, and how you think this program of study will contribute to these goals. You may include a statement of any special interest you would like to pursue in your study.

Testing Requirements

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit

Previously completed graduate courses may be approved for transfer into a graduate program within the literacy education program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better.

For previous work completed through the University of Maine System, up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. A syllabus for each course submitted for transfer credit from outside the University of Maine System must be provided upon application.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

MSEd in Applied Literacy

Description

The Master of Science in Education in Applied Literacy program provides an opportunity for MTL students to complete their master's degree in a focused area (literacy). The program in Applied Literacy builds upon the curriculum and experiences of MTL and gives novice teachers increased skill in literacy instruction.

After completing initial teacher certification, MTL students can apply for admission to the Applied Literacy program. Although students may complete the 18 (elementary) to 21 (middle/secondary) credits required for the master's degree in approximately one and a half years, students have five years from matriculation in MTL to complete the Applied Literacy degree.

Program Requirements

Elementary level (K-8) MTL students take 6 credits in literacy, EDU 565 and EDU 566, as part of the curriculum. Secondary level (7-12) MTL graduates complete 3 credits in literacy through EDU 514. At the end of the teacher preparation period, students have accumulated a total of 33 graduate credits, 3 to 6 of them in literacy, and have met the requirements for certification as classroom teachers.

Additional requirements to complete the MSEd in Applied Literacy (18-21 credits):

- 1. All Applied Literacy Students must complete: (15 credits)
  EDU 600 Research Methods and Techniques
  EDU 511 Children's Literature **or**
  EDU 513 Adolescent Literature
  EDU 521 Digital Literacies and Education
  EDU 639 Practicum in Literacy Education (6 credits)

- 2. Additional requirement for K-8 teachers only: (3 credits)
  EDU 514 Improving Teaching in the Content Areas through Literacy
- 3. Additional requirements for 7-12 teachers only: (6 credits)
  EDU 565 Teaching Reading **or**
  EDU 620 Reading Development and instruction
  EDU 566 Introduction to Writing Process **or**
  EDU 626 The Writing Process
- Total: 51 to 54 credits, Master of Science in Education in Applied Literacy (18 to 21 credits beyond initial teacher certification through MTL.)

Additional coursework to obtain Maine certification as a K-12 Literacy Specialist (subject to change as needed to align with state certification standards):
EDU 607 Teacher Research in Literacy
EDU 621 Literacy Problems: Assessment and Instruction
EDU 634 Seminar in Literacy Research

Students will also need evidence of two years of teaching experience and a passing score on the Praxis II exam (0300) for the Reading Specialist.

For course descriptions, please click here: http://usm.maine.edu/sehd

Tk20 Subscription

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Admission Information

Application Deadline

May 1 for fall matriculation, October 1 for spring matriculation, and March 1 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- an Application for Admission to Applied Literacy program;
- a brief (one- to two-page) statement explaining your reason for choosing to enter the Applied Literacy program;
- one letter of recommendation from a mentor teacher or administrator who has observed your work with students; and
- official or unofficial transcripts of previous USM coursework in MTL with grades of B- or better and recommendation for teacher certification.

MSEd in Applied Literacy with a Concentration in English as a Second Language

Description

The Master of Science in Education in Applied Literacy with a Concentration in English as a Second Language (ESL) program provides an opportunity for MTL students to complete their master's degree in a focused area (literacy with an ESL concentration). The program in the ESL concentration builds upon the curriculum and experiences of MTL and gives novice teachers increased skill in ESL literacy instruction. Completion of the Master of Science in Education in Applied Literacy with a Concentration in English as a Second Language leads to the ESL endorsement on the candidate's teaching license for certified teachers who have passed the Praxis II exam (0361) for Teachers of English to Speakers of Other Languages.

After completing initial teacher certification, MTL students can apply for admission to the Applied Literacy with a Concentration in ESL program. Although students may complete the 24 credits required for the master's degree in approximately one and a half years, students have five years from matriculation in MTL to complete the Applied Literacy, ESL Concentration degree.

Program Requirements

Elementary level (K-8) MTL students take 6 credits in literacy, EDU 565 and EDU 566, as part of the curriculum. Secondary level (7-12) MTL students complete 3 credits in literacy through EDU 514. At the end of the teacher preparation period, students have accumulated a total of 33 graduate credits, 3 to 6 of them in literacy, and have met the requirements for certification as classroom teachers.

Additional requirements to complete the M.S.Ed. in Applied Literacy with a Concentration in English as a Second Language(24 credits):

- EDU 600 Research Methods and Techniques
  EDU 557 Teaching Writing to Multilingual Learners, **or**
  EDU 558 Content-Based Curriculum for English Language Learners
  EDU 559 Aspects of Reading for Multilingual Learners
  EDU 561 Aspects of the English Language
  EDU 562 Linguistic and Cultural Diversity in the Classroom
  EDU 563 ESL Testing and Assessment
  EDU 639 Practicum in Literacy Education (6 credits, last course)
- Total: 57 credits, MSEd in Applied Literacy with a Concentration in English as a Second Language (24 credits beyond initial teacher certification through MTL.)

Tk20 Subscription

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Admission Information

After completing initial teacher certification, MTL students can apply for admission to the Applied Literacy with a Concentration in ESL program.

Application Deadline

May 1 for fall matriculation, October 1 for spring matriculation, and March 1 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- an Application for Admission to Applied Literacy program;
- a brief (one- to two-page) statement explaining your reason for choosing to enter the Applied Literacy, ESL program;

- one letter of recommendation from a mentor teacher or administrator who has observed your work with students; and
- official or unofficial transcripts of previous USM coursework in MTL with grades of B- or better and recommendation for teacher certification.

Certificate of Advanced Study in English as a Second Language

Description

The Post-Master's Certificate of Advanced Study in English as a Second Language (ESL) is designed to meet the needs of classroom teachers, administrators, and other educators who want to pursue advanced graduate study in ESL and related areas. The CAS requires thirty credit hours of graduate coursework beyond the master's degree, including a capstone experience. Students may design a program to suit their needs for advanced study. The program will vary depending on the master's degree focus and the goals of the student. Participants will have considerable choice in designing coursework and projects, and will work closely with a faculty advisor. Maine endorsement as an ESL teacher, K-12, may be earned through the CAS with careful program of study planning. Please consult your advisor upon admission for details.

Program Requirements

Total Credits: 30

Electives (27 credits): With advisor consultation, students may select graduate courses in education or other disciplines that relate to their focus in ESL and contribute to their overall plan of study.

Required (3 credits): EDU 665 CAS Directed Study (capstone project)

For specific requirements please see the Literacy Education website at http://usm.maine.edu/literacy-education/student-resources

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Criteria for admission include successful completion of a master's degree, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals. The applicant must also have attained teacher certification (provisional or professional level). Applicants must hold a master's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Application Deadline

May 1 for fall matriculation, October 1 for spring matriculation, and March 1 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay (see below);
- Completed and signed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant's reason(s) for pursuing advanced graduate study; the proposed focus of the applicant's program, including specific courses if known; and an explanation of how the proposed program fits the applicant's personal and professional goals.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the Literacy Education program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better.

For previous work completed through the University of Maine System, up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. A syllabus for each course submitted for transfer credit from outside the University of Maine System must be provided upon application.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Certificate of Advanced Study in Literacy Education

Description

The Post-Master's Certificate of Advanced Study in Literacy Education is designed to meet the needs of classroom teachers, administrators, and other educators who want to pursue advanced graduate study in literacy education and related areas. The CAS requires thirty credit hours of graduate coursework, including a capstone experience. Students may design a program to suit their needs for advanced study. The program will vary, depending on the focus of the master's degree and the student's goals. Students will have considerable choice in designing coursework and projects, and will work closely with a faculty advisor. Maine certification as a literacy specialist may be earned through the CAS with careful program of study planning. Please consult your advisor upon admission for details.

Program Requirements

Total Credits: 30

Electives (27 credits): With advisor consultation, students may select graduate courses in education or other disciplines that relate to their focus in literacy and contribute to their overall plan of study.

Required (3 credits): EDU 665 CAS Directed Study (capstone project)

For specific requirements please see the Literacy Education website at http://usm.maine.edu/literacy-education/student-resources

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Minimum Requirements: Criteria for admission include successful completion of a master's degree, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals. The applicant must also have attained teacher certification (provisional or professional level). Applicants must hold a master's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Application Deadline

May 1 for fall matriculation, October 1 for spring matriculation, and March 1 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00 made payable to USM;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay (see below);
- Completed and signed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant's reason(s) for pursuing advanced graduate study; the proposed focus of the applicant's program, including specific courses if known; and an explanation of how the proposed program fits the applicant's personal and professional goals.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the Literacy Education program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better.

For previous work completed through the University of Maine System , up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. A syllabus for each course submitted for transfer credit from outside the University of Maine System must be provided upon application.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Certificate of Graduate Study in English as a Second Language

Description

The Certificate of Graduate Study in English as a Second Language is designed to accommodate teachers, educational technicians, and other holders of baccalaureate degrees who do not want to complete all of the requirements for a master's degree but who wish to obtain foundational knowledge in English language learning. Students who complete the certificate program receive official transcript recognition of their work and a certificate from the Literacy Education program. Certificate completers are able to plan effective instruction for English language learners and may earn state endorsement in ESL if other requirements are met (hold provisional or professional teaching license, pass Praxis II ESOL exam).

Program Requirements

Total Required Credits: 15

EDU 557 Teaching Writing to Multilingual Learners **or**
EDU 558 Content Based Curriculum for English Language Learners
EDU 559 Aspects of Reading for Multilingual Learners
EDU 561 Aspects of the English Language
EDU 562 Linguistic and Cultural Diversity
EDU 563 ESL Testing and Assessment

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Criteria for admission include successful completion of a bachelor's degree and an interest in English language learning. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

May 1 for fall matriculation, October 1 for spring matriculation, and March 1 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement; and

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Certificate of Graduate Study in Literacy

Description

The Certificate of Graduate Study in Literacy is designed to accommodate teachers and special education teachers, educational technicians, and other holders of baccalaureate degrees who do not want to complete all of the requirements for a master's degree but who wish to obtain a basic background in literacy. Students who complete program requirements receive official transcript recognition of their work and a certificate from the Literacy Education program. Certificate completers are able to plan effective literacy instruction for their students.

Program Requirements

Total Required Credits: 12

EDU 511 Children's Literature **or**
EDU 513 Adolescent Literature
EDU 514 Improving Teaching in Content Areas through Literacy **or**
EDU 521 Digital Literacies and Education
EDU 620 Reading Development and Instruction
EDU 626 The Writing Process

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Criteria for admission include successful completion of a bachelor's degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application deadline

Deadlines: May 1 for fall matriculation, October 1 for spring matriculation, and March 1 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

School Psychology Overview

Graduates of the USM School Psychology Program earn a Psy.D. degree, which is a Doctor of Psychology. The Psy.D. Program content includes comprehensive studies that integrate general psychological content, methodology, and research with educational principles and practitioner skills.

USM has the only doctoral school psychology training program in northern New England. In addition to preparing future school psychologists, this program also coordinates and provides professional development opportunities to current school psychology practitioners.

The USM Psy.D. Program is based on principles of applied behavior analysis (ABA). Our program philosophy includes a focus on ABA, data-based decision-making, and problem solving practices. Together these three areas form the foundation of the knowledge and skills that graduates will learn.

The Psy.D. Program Sheet (pdf) details the Program of Study. Students complete a total of 111 graduate credit hours. Psy.D. students demonstrate competency for school psychology practice through coursework, dissertation, and a 2,000 clock hour internship, working under the supervision of a licensed psychologist. Internships may be completed outside of Maine, pending the approval of program faculty.

The USM School Psychology Program conforms to the training standards specified by the American Psychological Association (APA), the National Association of School Psychologists (NASP), the Association of State and Provincial Psychology Boards (ASPPB), the Maine Department of Education, and the Maine Board of Examiners of Psychologists. Graduates may choose to sit for the examination leading to licensure by the Maine Board of Examiners of Psychologists. Individuals graduating from this program are also eligible for certification as a Nationally Certified School Psychologist (NCSP), and for certification by the Maine Department of Education as a School Psychologist-Doctoral.

Program Philosophy

The USM Psy.D. in School Psychology program has a core philosophy based on principles and methods of applied behavior analysis (ABA). The Psy.D. Program is based on three fundamental conceptual models. The first is the **Data-Based Decision-Making and Accountability** model (Stoiber & Kratochwill, 2000; NASP Standards, 2010). This is the organizing theme that permeates the training of school psychology practitioners and defines a best practices approach to service delivery. Within this model, school psychology practitioners utilize assessment methods and interventions that are empirically-based. This means that assessments have been demonstrated to be reliable, valid and accurate. Moreover, school psychology practitioners use and endorse only those interventions that have been subjected to scientific analysis and have yielded socially meaningful outcomes. In short, the program endorses a scientist-practitioner orientation to the training and practice of school psychology.

The second conceptual foundation is the **problem solving model** (Andren & Brown-Chidsey, 2012;Deno, 1995). Within this model, school psychology practitioners utilize a collaborative problem solving approach in offering a continuum of services that include assessment, interventions (e.g., instructional planning, social skills training, positive behavioral supports) and consultation. While norm-referenced diagnostic assessment may be a part of this process, an emphasis is placed on the use of criterion-referenced, curriculum-based, and functional behavior assessments to address academic, social-emotional, and behavioral issues of referred students.

The final conceptual framework is based on the **Stimulus-Organism-Response-Consequence (S-O-R-C) model** of human behavior (Nelson & Hayes, 1985; Shapiro & Kratochwill, 2000). Within this model, human behavior is viewed as a complex interaction of external and internal variables. The primary purpose of assessment is to identify and accurately measure those variables that interfere with and/or contribute to a person's acquisition of academic, social, and behavioral skills. The results of assessments are used as the basis for designing individually tailored interventions that promote the development of socially meaningful behaviors.

Based on these models and professional standards, students in the USM School Psychology program receive training in the following areas prior to and during the practicum/internship phases of the program:

Assessment:

- norm-referenced cognitive assessment (e.g., the Wechsler and Woodcock-Johnson series)
- norm-reference-behavioral assessment, including self-report measures (e.g., the Achenbach, Conner's, and BASC series)
- functional behavior assessment (e.g., indirect, direct, and analogue)
- curriculum-based assessment (academic, social and adaptive living skills)
- clinical interviews

Interventions:

- academic improvement
- social skills training
- positive behavioral supports
- individual or group counseling

Consultation:

- applied research and evaluating the effectiveness of interventions
- single case experimental design.

Consistent with APA, BACB, and NASP ethical standards, graduates of the program are expected to maintain a rigorous course of professional development throughout their careers and are bound to limit their practice to competencies and populations in which they are trained.

PsyD in School Psychology

Description

The Doctor of Psychology (Psy.D.) in School Psychology provides school psychology practitioners with advanced training in the areas of psychological assessment, interventions, and applied research in an evidence-based, behavior analytic perspective. Psy.D. students are expected to demonstrate their research and scholarship through the completion of a dissertation. The Psy.D. course of study includes 111 credit hours. During the final portion of the program, students complete a 2,000 clock hour, pre-doctoral internship. Following completion of the Psy.D. program, graduates will be eligible for Maine state certification as a School Psychologist-Doctoral and national certification as a Nationally Certified School Psychologist. Following completion of a 1,500 clock-hour post-doctoral training experience, graduates will also be eligible to apply for licensure as a psychologist.

Program Requirements

Program Requirements (111 credits)

Biological Aspects of Behavior:
SPY 671 Physical Bases of Behavior

Cognitive and Affective Aspects of Behavior:
SPY 670 Cognitive and Affective Bases of Behavior

Social Aspects of Behavior:
SPY 673 Social Foundations of Behavior

History and Systems of Psychology:
SPY 709 History and Systems of Psychology

Psychological Measurement:
HCE 605 Psychological Measurement and Evaluation

Research Methodology:
EDU 600 Research Methods and Techniques
SPY 751 Advanced Research Seminar
SPY 759 Psy.D. Dissertation

Techniques of Data Analysis:
SPY 697 Statistics I
SPY 698 Statistics II

Individual Differences in Behavior:
SPY 620 Introduction to Multi-Tier Systems of Student Support for General and Special Education
SPY 679 Diversity in the Science and Practice of Psychology

Human Development:
HRD 668 Human Development

Dysfunctional Behavior/Psychopathology:
SPY 674 Psychopathology

Professional Standards and Ethics:
SED 540 Learners Who are Exceptional in General Education
SPY 609 Professional Ethics in Psychology

Theories and Methods of Assessment and Diagnosis:
SPY 604 Functional Behavioral Assessment
SPY 672 Assessment of Academic Achievement
SPY 675 Indirect Behavioral Assessment
SPY 677 Cognitive Assessment

Effective Interventions:
HCE 620 Fundamentals of Counseling Theories
SPY 601 Behavioral Principles of Learning
SPY 605 Applied Behavior Analysis
SPY 606 Behavior Therapy
SPY 727 Advanced Academic Intervention Methods
SPY 729 Advanced Interventions for Individuals with Behavioral and/or Developmental Disabilities
SPY 730 Advanced Behavior Therapy

Consultation and Supervision:
HCE 681 Clinical Supervision
SPY 607 Consultation in School Psychology

Evaluation of the Efficacy of Interventions:
SPY 602 Clinical Research Methods

Practica:
SPY 693 School Psychology Practicum I
SPY 694 School Psychology Practicum II

Internship:
SPY 788 Pre-doctoral Internship in School Psychology (9 credits)

Electives (6 credits)
Chosen from the graduate catalog

For course descriptions, please click here: http://usm.maine.edu/sehd

Tk20 Subscription

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Admission Information

School Psychology Program

Minimum Requirements: In addition to meeting the minimum admission requirements of the University, to be eligible for admission to the Psy.D. program, an applicant must meet the following requirements:

- Hold a baccalaureate degree from U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education;
- Have earned a cumulative grade point average of 2.75 or higher (on a 4.0 scale) in a baccalaureate degree program; or have earned a cumulative grade point average of 3.25 or higher (on a 4.0 scale) in a master's/graduate degree program

The Psy.D. admissions process requires a date-specific formal interview. Candidates to be interviewed will be selected on the basis of the above information.

Application Deadline

December 1.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three recommendations must be received either directly from the recommender. The recommendations should be from persons able to comment from direct knowledge of the applicant's potential for success as a psychologist. Recommendations are easily submitted using our online application form. You will need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation;
- Essay (see below);
- Documentation of professional experiences;
- Submission of GRE score (see below);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Instructions

Psy.D. in School Psychology program applicants are required to complete two essays and both should be submitted as part of the application. For Question 17 of "Application for Admission to Graduate Study" all Psy.D. applicants must answer both of the following questions with separate essays for each question:

The USM School Psychology Program embraces a behaviorally-based model for assessment and intervention. Briefly describe your understanding of behavioral theory and how comfortable you are working with that model.

Describe what is meant by the term "evidence-based practice." What role should evidence-based practice play in the delivery of school psychological services?

Testing Requirements

Applicants must submit scores from the Graduate Record Exam (GRE) Verbal and Quantitative subtests. Those applicants who took the exam before September 1, 2011 must have earned a score of 1,000 or above on the combined Verbal and Quantitative scores. For applicants who took the GRE exam on or after 1 September 2011, the minimum combined Verbal and Quantitative score is 300. For applicants who are English language learners, a minimum score of 550 on the on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the internet-based TOEFL test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher for students whose native language is not English. Transfer Policies

Students admitted to the school psychology program can request permission to transfer up to 45 graduate credits toward the Psy.D. in school psychology. For each graduate course the student wishes to have considered for transfer credit the student must:

- Have obtained a grade of B or higher,
- Have completed the course in question no more than six years prior to beginning doctoral study in school psychology at USM. When students have developed initial competence in a professional practice area through coursework completed more than six years prior to entry into the program, and when they have continued to update their competency through professional experience (which may include,

but not be limited to, relevant professional employment, supervision and continuing education) the Program may, at its discretion, consider coursework for waiver that was completed more than six years prior to entry into the Program.)

- Submit a course equivalency request to the student's advisor. This request must include the following:
    - a brief (two- to three-sentence) rationale for why the course should be considered equivalent,
    - a transcript (copy is acceptable) documenting the student's grade for the course in question and the semester it was taken,
    - the prior graduate course number and name and the USM course number and the name of the USM course that the student wishes to be considered as equivalent,
    - the syllabus for the graduate course and relevant supporting documentation (list of required and suggested readings, reports, papers, tests, etc.),

The request will be reviewed by the advisor and referred to the faculty designee who has expertise in the area of instruction. The advisor or faculty designee may ask for additional information from the student, including an official transcript, or consult with the previous instructor or other sources.The designee will then make a recommendation to the school psychology faculty and the faculty will vote to determine whether the course is considered equivalent. The student will be informed about the faculty's decision by the advisor. The result of the request will be documented in the student’s local program file.

For students seeking accompanying certification as BCBA, the applicable transfer course(s) must be transferred from a program that is approved by the Behavior Analyst Certification Board.

Transferred credits will be noted on the student's USM transcript and counted toward the student's degree. Once approved, the program will notify the USM Registrar to enter the official transfer onto the student's record.

Graduate students in APA-accredited doctoral-level school psychology programs at other universities may transfer into the program if they take their final 45 hours, or two years full time, and not including the internship or dissertation requirement, in USM's school psychology program.

Course Waivers

Students who have extensive prior graduate-level training in areas covered in the school psychology program courses can request to waive up to 5 courses or 15 credits of the required program of study. Waived courses are NOT transferred to the student's transcript. Students must replace waived courses with electives. Students are required to take enough electives to cover the number of credits or courses waived. In order for a course to be waived, the student must demonstrate the following:

- The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.
- The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student's USM program of study.
- The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
- The student can demonstrate ongoing competency in the knowledge and skills covered in the course for which a waiver is requested.

Requests for course waivers follow the same procedure as requests for credit transfer. To request a course waiver, a student must submit the course syllabus and official transcript(s) showing the course grade(s) to the school psychology program coordinator. The coordinator will refer the request to the program faculty with expertise in the content area to determine if the credit waiver is approved. Once approved, the program coordinator will notify the student in writing and a copy of the waiver agreement will be placed in the student's file.

Note: Course waivers are not available for those courses that are required for certification in behavior analysis.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by one or more state credentialing bodies. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Master's in School Psychology (terminal)

In extreme circumstances if a Psy.D. student is unable or chooses not to complete all program requirements, the student may be eligible for the M.S. in School Psychology degree. Psy.D. students seeking to earn the M.S. instead of the Psy.D. in school psychology may apply to transfer into the M.S. program by completing the following steps:

- Complete an application for the M.S. program that includes the same GRE scores, transcript(s), and letters of recommendation submitted for the Psy.D.;
- Submit a letter with the M.S. application requesting admission to the M.S. that summarizes the reasons why the student wishes to obtain the M.S. instead of the Psy.D. as the terminal degree;
- Pay a $15.00 re-application fee with the M.S. application.
- Provide the above information to the Office of Graduate Admissions no later than December 1 of the year preceding the requested transfer.

Master's Along the Way

Students who enter the Psy.D. at the post-baccalaureate level can earn a master's degree along the way to the doctoral degree. These students who wish to obtain the M.S. in Educational Psychology with concentration in applied behavior analysis "along the way" to the Psy.D. need to do and understand the following:

- Once the M.S. degree is awarded no changes to the transcript of the courses for that degree can be made.
- Complete an Application for Degree form and submit it to the Registrar's Office.

Special Education Overview

The Special Education Program is designed for teachers seeking or holding special or general education teacher certification who wish to study student exceptionalities, including gifted and talented. Those candidates seeking initial special education teacher certification complete the Teaching Students with Mild to Severe Disabilities strand. Teachers currently certified and not seeking initial special education teacher certification complete one of several options, including Teaching All Students and Gifted and Talented Education. The interdisciplinary nature of the Special Education program provides experiences in several disciplines. With courses that look beyond just understanding, students apply learning through projects and assignments that are practical and connected to the learner's professional field.

The Special Education program follows the guidelines it teaches. Universal Design and differentiated instruction are embedded in the courses and the professional portfolio requirement. Courses offered are blended or offered online. For student convenience, courses that meet on-campus are in the evenings or on weekends.

Special Education currently offers one undergraduate core course in Ethical Inquiry, Social Responsibility, and Citizenship; ADS 300: Ethics and Youth with Exceptionalities.

Special Education Core Values:

- Educators interact with others based on a belief in the infinite possibilities of and for human growth and development; all youth have the potential to learn and express knowledge through their unique styles of acquiring and demonstrating knowledge.
- Educators are responsible for supporting and guiding each student on his/her journey from potentials to performances through personally meaningful, respectful, and accessible pathways.
- Educators create learning opportunities that honor and enhance the gifts and talents of each individual and make possible the contributions of each student to self and to society.
- Educators create learning environments where every child feels welcomed and accepted for their unique attributes, including her/his cultural background, strengths, and weaknesses.
- Educators always use person-first language and thinking; everyone is valued and viewed as a whole person, not strictly by a label or one characteristic.
- Educators use scientifically-based instructional practices to improve the academic achievement and functional performance of children with disabilities (IDEA, Section 1400)
- Educators use multiple assessments and evaluations when measuring students' successes and abilities and in understanding their needs.
- Educators are collaborative, respectful, and supportive with all educators they come in direct and indirect contact with, including parents, maintenance workers, and administrative assistants.
- Educators base all of their behaviors on the belief that each individual has intrinsic and global value to the evolution of human kind.

MS in Special Education

Description

The Master of Science in Special Education is designed for people teaching exceptional children, whether new to the profession or already having experience. The Special Education master's provides:

- courses and internships for initial teacher certification in teaching students with mild to severe disabilities,
- coursework in various specialty areas such as teaching students who are gifted and talented and students on the autism spectrum, and
- preparation to collaborate effectively in school-wide, multi-tiered systems of support, e.g., Response to Intervention (RTI).

Current general education teachers, specialty area professionals such as occupational therapists, special education teachers, paraeducators, and people with a bachelor's degree seeking a new teaching career in special education are among those for whom the program is intended.

The program has two strands:

1. Initial Certification: Teaching Students with Mild to Moderate Disabilities

The strand includes the coursework for two initial special education teaching certificates: teacher of students with disabilities K-8 and 7-12 (Maine 282) or teacher of students with severe disabilities K - 12 (286). Maine initial special education teacher certification requires student teaching. Student teaching in both areas is available.

2. In-service: special education and gifted talented education

The three in-service concentrations require teaching in a teaching position and professional teacher certification for entrance and comprise a core of courses and a professional portfolio. All core courses include educators in all three in-service concentrations, creating an interdisciplinary conversation and understanding. There are concentrations in Gifted and Talented, Self-Design in Special Education, and Teaching ALL Students.

Program Requirements

Program Requirements – Initial Certification Strand

Teaching Students with Mild to Moderate Disabilities

The special education teacher certification and master's degree program integrating the requirements for Maine certification as a Teacher of Students with Disabilities (K-8 and 7-12) and a Teacher of Students with Severe Impairments (K-12).

The 39 credit Master's degree program includes :

1. Recommendation for Maine provisional special education teacher certification in one of two areas: (1) 282 K-8 or 7-12, for mild to moderate disabilities, or (2) Maine 286 provisional special education teacher certification, K-12, for severe disabilities.
2. Nine elective credits selected by the candidate and approved by the advisor. Elective credits can contribute to graduate certificates in Applied Behavior Analysis, Response to Intervention: Academics and Behavior, Gifted and Talented Education, and Special Education Consultant, among other
3. Master of Science in Special Education

Teacher of Students with Disabilities: 282 Certification Concentration (39 credits, plus prerequisite)

Prerequisites: Maine certification Exceptionality Course- SED 540, SED 335, or course course approved by the Maine Office of Certification. Passing scores for Praxis I Pre-Professional Skills Test.

SED 615 Positive Behavior Interventions and Supports
SED 653 Assessment in Special Education
SED 682 Special Education Law
SED 693 Transitions Among Agency, School, and Community
SED 518 Instructional Strategies for Learners with Special Needs
SPY 620 Multi-Tier Systems of Student Support
SPY 625 Multi-Tier Mathematics Instruction for General and Special Education
SPY 627 Multi-Tier Reading Instruction for General and Special Education
SED 688 Internship in Special Education for Students with Mild to Moderate Disabilities

Recommended for 282 Certification following completion of internship, above coursework, and meeting Maine passing scores for Praxis I Pre-Professional Skills Test and Praxis II Special Education: Core Knowledge and Applications

Continuing coursework for Master’s degree:

EDU 600 Research Methods
Electives nine (9) credits with advisor approval

Teacher of Students with Severe Disabilities: 286 Certification Concentration (39 credits, plus prerequisite)

Prerequisites: Maine certification Exceptionality Course- SED 540, SED 335, or course course approved by the Maine Office of Certification. Passing scores for Praxis I Pre-Professional Skills Test.

SED 612 Youth with Moderate to Severe Disabilities
SED 615 Positive Behavior Interventions and Supports
SED 621 Teaching Functional Life Skills
SED 653 Assessment in Special Education
SED 682 Special Education Law
SED 693 Transitions Among Agency, School, and Community
SED 695 Internship in Special Education for Students with Severe Disabilities
SPY 601 Behavioral Principles of Learning

SPY 629 ABA and Developmental Disabilities

Recommended for 286 Certification following completion of internship, above coursework, and meeting Maine passing scores for Praxis I Pre-Professional Skills Test and Praxis II Special Education: Teaching Students with Mental Retardation

Continuing coursework for Master's degree:

EDU 600 Research Methods
Electives nine (9) credits with advisor approval

Tk20 Student Data Management System

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g., unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Program Requirements – In-Service Strand (certified educators):

Three concentrations in:

1. Gifted and Talented
2. Self-Design in Special Education
3. Teaching ALL Students

Students in the in-service concentrations will create, in SED 601, the goals and objectives they plan to accomplish through their plan of study and their teaching philosophy statement. Goals and objectives can be an expansion of the admissions essay they write for matriculation into the program.

The professional portfolio will consist of the student's reflection of their goals and objectives and teaching philosophies created in SED 601 and on her/his evidence of meeting four of the Council for Exceptional Children's Teaching Standards. The purpose of the portfolio is to provide an opportunity for students to demonstrate and reflect upon what they have gained in the program. It is expected that the goals and objectives will integrate the principles of one's concentration, the application of knowledge to practice, an understanding of research methodology, and the ability to communicate effectively.

Students are responsible for compiling the elements of their portfolio throughout their program of study. Completion of portfolios will occur during SED 698, after all their other courses are completed. The portfolio will demonstrate how students have met the goals and objectives they planned at the beginning of their program, and the new and unexpected knowledge that they gained in their program. Students will then present live, or via video, their portfolios. If a student fails all or part of the portfolio, the student will meet with program advisors and coordinator to discuss the results. Note that students are permitted to resubmit their portfolios only once.

For course descriptions, please click here: http://usm.maine.edu/sehd

1. Gifted and Talented Education Concentration (36 credits)

This concentration is especially designed for educators who are interested in working with students who have gifts and talents, either in general education classrooms and/or in special resource programs. Through the G/T concentration, educators can apply, through the state, for an endorsement in Gifted and Talented Education after completing the twelve specialization credits of the concentration

Core (12 Credits)
EDU 600 Research Methods and Techniques
SED 653 Assessment of Academic Achievement
SED 601 Introduction to Student Programming and Master's Goal Setting (1 credit)
SED 698 Capstone Seminar and Portfolio – last course (2 credits)
SED 699 Directed Study

Specialization (12 Credits)
SED 659 Education of the Gifted/Talented
SED 660 Curriculum and Methods for Teaching the Gifted OR
SED 618 Programming for Learners with Special Needs
SED 662 Productive Thinking and the Gifted Learner
SED 666 Models in Education of the Gifted

Electives (12 Credits)
SED 550 Teaching Gifted Students in the Regular Classroom
SED 664 Gifted Students in Special Populations
SED 665 Institute for the Program Planners in Education of the Gifted/Talented
SED 667 Social/Emotional Needs of the Gifted
SED 670 Secondary Programs in the Gifted and Talented
Other courses may be taken from within USM with advisor's approval.

2. Self-Design in Special Education (36 Credits)

This concentration is especially designed for educators who are interested in working with students who have disabilities. The flexibility of twenty-four credits makes this program unique, as students can take courses that are geared towards the special education environment in which they are working. Through this concentration, students can also complete the Applied Behavior Analysis Certificate (ABAC) of Graduate Study or one of the Certificates of Graduate Study in Response to Intervention in the Educational Psychology Program. In addition, the courses that graduate students may select for their electives range from working with students with mild disabilities in a general education classroom to working with students in a life skills classroom who have severe disabilities. Educators in this concentration already certified in special education apply for an area of certification not already held, i.e., teaching students with disabilities (282) or teaching students with moderate to severe disabilities (286) while in the program, through the state.

Core Courses (12 credits)
EDU 600 Research Methods and Techniques (3 credits)
SED 601 Introduction to Student Programming and Master's Goal-Setting (1credit)
SED 697 Universal Design Implemented (3 credits)
SED 698 Capstone Seminar and Portfolio (must be taken last) (2 credits)
SED 699 Directed Study (3 credits)

Electives (24 credits)

The elective courses allow students to tailor their master's programs to their interests and the areas they feel they need further study in to become better teachers for students with exceptionalities. These courses will be discussed with the student's advisor and written in an agreement between the student and his/her advisor. Any course changes from this agreement will need to be approved, in writing, by the student's advisor.

At least fifteen of these credits need to be directly related to working with students with disabilities. All courses need to be graduate level. They can be taken from any graduate department at USM or through the Professional Development Center at USM with prior approval by the advisor.

3. Teaching ALL Students (39 credits)

This concentration is especially designed for educators who are working in general education, classroom teachers, and specialty teachers who would like to better educate and interact with students with disabilities, who are gifted and talented, and/or are English language learners. The interdisciplinary nature of this concentration is unique, and also incorporates Universal Design and differentiated instruction, so educators can become more effective in working with all of their students.

Core Course (7 credits)
EDU 600 Research Methods and Techniques
SED 601 Introduction to Student Programming and Master's Goal Setting (1 credit)
EDU 562 Linguistic and Cultural Diversity in the Classroom

Special Education (12 credits)
SED 614 Methods of Teaching Mathematics for Students with Special Needs
SED 615 Positive Behavioral Interventions and Supports
SED 618 Programming for Learners with Special Needs
SED 679 Consultation and Special Education (6 credits)

Gifted and Talented (6 credits)
SED 550 Teaching Gifted Students in the Regular Classroom
SED 662 Productive Thinking and the Gifted Learner (9 credits)

English Language Learners (9 credits)
EDU 559 Aspects of Reading for Multilingual Learners
EDU 561 Aspects of the English Language
EDU 563 ESL Testing and Assessment

Capstone (5 credits)
SED 697 Universal Design Implementation
SED 698 Capstone Seminar and Portfolio–last course only (2 credits)

Admission Information

Admission Requirements - Both Strands (Initial Certification and In-Service)

Minimum Requirements: Applicant must have a bachelor's degree, from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program.

Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. The applicant must also have attained teacher certification in any subject and in any state.

Application Deadline

See individual strands for admission application deadline.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of success in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations are easily submitted using our online application form. You will simply need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the electronic letter of recommendation.
- Essay: see essay question below;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not the applicant's first language);
- Syllabi and course descriptions for courses asking to transfer in; and
- Current resume.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

For those applying to the In-Service strand, additional admission requirements include:

- Completed and signed Teacher Credential Summary form
- Special Essay Question (for In-Service strand)
  Describe why you are enrolling in this program.
  a. What goals do you have for yourself by obtaining a master's in Special Education in this concentration?
  b. What is at least one aspect of your teaching that you feel you will strengthen through earning this master's degree?
  Describe your past experience with youth, either in teaching or in another capacity.
  a. What did you learn about youth through this experience?
  b. What did you learn about yourself through this experience?

Application Deadline for the In-Service Strand is: Rolling with priority deadlines May1 for fall matriculation and October 15 for spring matriculation

For those applying to the Initial Certification strand, additional admission requirements include:

- Praxis I exam passed based on Maine's standards
- Completion of Maine's required exceptionality course for all teachers at USM or another institution. If not from USM, the candidate provides documentation that the course has been approved as an exceptionality course by the Maine Office of Certification.
- Special Essay Question (for Pre-Service Strand)
  A free appropriate public education for students with disabilities represents our democratic society's commitment to educating all its children. A teacher lives out this commitment in his/her daily instruction and professional activities as an educator. Please describe what you think it means as a teacher to provide equitable learning opportunities for all students, including students with disabilities.

Application Deadline for the Pre-Service Strand: Rolling with priority deadlines: March 1 for summer matriculation, Oct 15 for spring matriculation, May 1 for fall matriculation

Transfer Policies

Transferring courses into the degree: Non-matriculated students may take two graduate-level courses (six credit hours) that they pass with a grade of 'B' or better prior to applying. Students may enroll in up to two graduate-level courses for the semester in which they apply (six graduate credit hours). A possible total of twelve graduate-level credits may be completed before matriculating in the program. Only courses taken within five years of application will be considered. Transfer credits are evaluated during the admissions process, so syllabi and course description of courses for transfer credit requests should accompany the application. If an applicant has questions on whether courses will transfer into a program or not, s/he should discuss the credit transfer with the Program Coordinator.

Transferring to a different strand after matriculation: A candidate must apply to the new strand using a Re-Application form with a processing fee of $15. The application and supporting materials are sent to the Office of Graduate Admissions. The application will be reviewed by faculty for approval. (Students matriculated before Spring 2013, can transfer to a different strand with no reapplication and processing fee.)

Certificate of Graduate Study in Gifted and Talented Education

Description

This certificate is a subset of courses from the gifted and talented master's concentration within the Special Education program, especially designed for educators who are interested in working with students who have gifts and talents, either in general education classrooms or in special resource programs. After completing the G/T certificate, educators can apply, through the state, for an endorsement in Gifted and Talented Education.

Program Requirements

Total Required Credits: 12

Required Course (3 credits)
SED 550 Teaching Gifted Students in the Regular Classroom

Three electives, resulting in 9 credits, selected from the following:
SED 659 Education of the Gifted and Talented

SED 660 Curriculum and Methods for Teaching the Gifted
SED 662 Productive Thinking and the Gifted Learner
SED 664 Gifted Students in Special Population
SED 665 Institute for Program Planners in Education of the Gifted and Talented
SED 666 Models in Education of the Gifted
SED 667 Social/Emotional Needs of the Gifted
SED 670 Secondary Programs for the Gifted and Talented

Or other courses approved by the Maine Department of Certification and the academic advisor

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Criteria for admission include successful completion of a bachelor's degree from a regionally accredited college or university and teacher certification in any area from any state. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

Rolling with priority deadlines: May 1 for fall matriculation, October 15 for spring matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement describing why you are applying to the program; and
- Completed and signed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Certificate of Graduate Study in Teaching ALL Students

Description

This concentration is a subset of courses from the Teaching ALL Students master's concentration within the Special Education program. It is especially designed for educators who are working in general education; classroom teachers; and specialty teachers who would like to improve their skills and knowledge in working effectively with students with disabilities, who are gifted and talented, and/or are English language learners. The interdisciplinary nature of this concentration is unique, and also incorporates differentiated instruction, so educators can become more effective in working with all of their students.

Program Requirements

Total Required Credits: 12
EDU 562 Linguistic and Cultural Diversity in the Classroom
SED 550 Teaching Gifted Students in the Regular Classroom
SED 615 Positive Behavioral Interventions and Supports
SED 618 Programming for Learners with Special Needs

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Criteria for admission include successful completion of a bachelor's degree from a regionally accredited college or university and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

Rolling with priority deadlines: May 1 for fall matriculation, October 15 for spring matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement describing why you are applying to the program;
- Completed and signed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Certificate of Graduate Study in Youth with Moderate-to-Severe Disabilities

Description

This certificate includes a set of courses especially designed for educators who are working with youth who have moderate-to-severe disabilities and would like to improve their skills and knowledge in working effectively with these youth. This concentration supports educators who work in both inclusionary and non-inclusionary settings.

Program Requirements

Total Required Credits: 12 Credits
SED 612 Youth with Moderate to Severe Disabilities
SED 621 Teaching Functional Life Skills
SED 692 Transition from School to Adult Life
or SED 622 Within School Transitions
Elective Course (3 credits) – approved by program coordinator

For course descriptions, please click here: http://usm.maine.edu/sehd

Admission Information

Criteria for admission include successful completion of a bachelor's degree from a regionally accredited postsecondary institution and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline:

Rolling with priority deadlines: May 1 for fall matriculation, October 15 for spring matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;

- Current resume;
- Personal statement describing why you are applying to the program; and
- Completed and signed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master's degree or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover.

Teacher Education Overview

We in the Teacher Education Department are dedicated to ensuring that USM's teacher candidates have the knowledge, skills and dispositions to teach in the increasingly diverse and demanding schools of today. We are committed to providing our teacher candidates, whether undergraduate or graduate, simultaneous classroom or community experiences and course work that help them connect the theories and research of education with the everyday work with students in K-12 schools.

We work closely with practicing administrators and teachers in partner schools to place our teaching candidates in the collaborative, professional environments that allow them to observe and reflect on excellent teaching. In university classes, USM teaching candidates work together in teaching cohorts to share and challenge ideas. Through all of these experiences, USM teaching candidates come to understand the complexities and joys of teaching.

Equity Framework For Teacher Educators and Intern Teachers

Definition: Equity means that

- All students are sufficiently supported, as needed, in their paths to success
- No student is denied educational opportunities based on assumptions about his or her race, cultural and ethnic heritages, gender, class, abilities, or other aspects of diversity
- Teachers develop a climate of mutual understanding, celebration, and positive response inclusive of all individuals and worldviews

Understandings: In order to realize equity, we must understand that

- Each person has cultural identities and intelligences that are multi-dimensional and dynamic
- Each person brings valuable learning strengths and experiences to the classroom and these, rather than perceived deficits, are the best source for further learning
- Motivation and academic success depend upon feeling safe and cared for, and having a sense of belonging
- Empathetic relationships with others is a necessary foundation for healthy learning communities
- There are inequities and power differences in our society that are often mirrored in the norms and practices of our schools and classrooms

Practices: Based on these understandings, we seek to engage our students by

- Understanding ourselves as cultural beings so that we can understand others in the same way
- Knowing our students well, identifying and celebrating their identities, cultural backgrounds, intelligence strengths, preferred learning modalities, and aspirations
- Assessing students' knowledge, skills, and dispositions in order to be responsive to learners' needs and give formative feedback
- Providing challenging work for all students with levels of support as needed
- Fostering classroom environments where all students feel safe, cared for, and a sense of belonging
- Contextualizing lessons and units using student interests and strengths and the experiences and skills they bring from home and community
- Applying the principles of universal design for learning and strategies for differentiated learning in our planning and instruction
- Modeling the behaviors that we expect of our students
- Inquiring into our own practices and reflecting upon equity implications for our students
- Examining and addressing the structures and codes of power in our schools and classrooms
- Advocating for the fair and equitable treatment of our students
- Collaborating with partner schools to focus attention on issues of equity

MSEd in Teaching and Learning - Extended Teacher Education Program (ETEP)

Description

The Master of Science in Education in Teaching and Learning degree focuses on preparing professional teachers to understand the theory and

practice of teaching and learning. During the Internship year, students complete all State of Maine requirements for initial teacher certification in elementary education, secondary education (in certification areas of English, mathematics, physical and/or life science, or social studies), K-12 foreign language. Students learn the practice of teaching through full or part-time internships that are simultaneous with university coursework. After the certification year, students have five years to complete the additional twelve credits for their MTL. Students graduating from these programs will have a strong liberal arts background; extended experiences with students in K-12 schools; and the ability to think reflectively and critically about schools, student learning and their pedagogical practice.

The task of preparing teachers to meet the needs of all learners in the 21st century is complex and demanding. The Teacher Education Department faculty is dedicated to instilling a commitment to equitable and engaging learning in its students and supporting students to be teachers who:

- Continually examine beliefs and practices and act upon findings to improve teaching and learning
- Provide a variety of accessible learning experiences that attend fairly to learners' strengths, needs, and interests
- Establish and communicate clear, challenging, and attainable standards for all learners
- Support and refine teaching and learning through sharing diverse perspectives and understandings
- Integrate teaching knowledge and disciplinary knowledge to foster and support professional expertise
- Use multiple sources of information, including performance-based assessments, to make valid inferences about student learning and informed instructional decisions
- Provide feedback and adjust teaching based on growing understandings about learners and learning
- Create, study, critique, and apply research related to teaching, learning, and schooling.

Students in all teacher education pathways must meet USM's 10 Teaching Standards to be recommended for certification:

- Diversity of child / adolescent development, learner needs, and equitable and culturally responsive practices. The teacher demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional and social development.
- Knowledge of subject matter and inquiry. The teacher understands the framework and standards of the subject matter she/he teaches. She/he uses the discipline's tools of inquiry, central concepts, and internal structure, and makes interdisciplinary connections to promote learners' inquiry.
- Beliefs about teaching and learning. The teacher clearly communicates beliefs about teaching, learning, and the role of education in ensuring access and equity for all students.
- Technology. The teacher understands the social, ethical and legal issues associated with the use of technology and tools of the discipline and uses technology and tools to support teaching practice and student learning.
- Professionalism and collaboration. The teacher demonstrates professional ethical and legal behavior within school and community and works collaboratively with colleagues, parents, and community members to improve conditions of learning for all students and adults.
- Positive classroom environment. The teacher creates a democratic learning environment that encourages positive social interaction, active engagement in learning, student responsibility, and self-motivation.
- Instructional planning and implementation. The teacher constantly plans and evaluates instruction based on knowledge of the learner, subject matter, community, intended student standards and curriculum.
- Instructional strategies. The teacher understands and uses a variety of appropriate instructional strategies and tools to promote learning and inquiry based on knowledge of the learner, subject matter, community, intended student standards and curriculum.
- Assessment. The teacher understands and uses a variety of informal and formal assessment strategies to evaluate and support the development of the learner.
- Professional development. The teacher is above all a learner who reflects on and evaluates choices and actions, and continually strives to improve practice.

Teacher Education Program Policy

The faculty of the School of Education and Human Development reserve the right to accept and retain only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, maturity, and personal suitability for teaching. The program maintains the ability to change admission and/or Program Requirements as needed to meet changes in state certification standards.

Tk20 Subscription

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under

Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Program Requirements

The Extended Teacher Education Program (ETEP) consists of the internship and the master's degree in teaching and learning or applied literacy. The program offers two different options to meet the various needs of students.

- Nine-Month Option (K-8 or 7-12)
- Thirteen-Month Option (K-8 or 7-12)

This is an intensive experience that integrates both theory and practice in a school-based program. Interns progress through the program as part of a cohort of other teacher education candidates and complete two semesters with a mentor teacher in a public school classroom. This internship prepares students to teach in one of the following areas:

- Elementary and Middle level (K-8)
- English (7-12)
- World Languages (K-12)
- Life Science (7-12)
- Mathematics (7-12)
- Physical Science (7-12)
- Social Studies (7-12)

Course Requirements

All courses are 3 credit hours unless otherwise noted. The exact sequence of courses will vary, depending on cohort, concentration, and program option.

Elementary (K-8) (33 - 36 credits)

EDU 505 Teaching Mathematics K-8
EDU 541 Seminar I: Understanding Diversity, Diverse Learners and Equitable Teaching Practices
EDU 542 Seminar II: Supporting Diverse Learners through Equitable Teaching and Assessment
EDU 544 Applied Pedagogy
EDU 545 Seminar III: Supporting Diverse Learners through Equitable Teaching and Assessment
EDU 551 Teaching Social Studies K-8
EDU 552 Teaching Science K-8
EDU 566 Introduction to the Writing Process
EDU 565 Teaching Reading
EDU 644 Professional Internship in Elementary Education (3-6 credits)
SED 540 Learners Who are Exceptional in General Education

Secondary (7-12) and World Language (K-12) (33 credits)

EDU 514 Improving Teaching in the Content Areas Through Literacy
EDU 541 Seminar I: Understanding Diversity, Diverse Learners and Equitable Teaching Practices
EDU 542 Seminar II: Supporting Diverse Learners through Equitable Teaching and Assessment
EDU 544 Applied Pedagogy
EDU 545 Seminar III: Supporting Diverse Learners through Equitable Teaching and Assessment
EDU 613 Professional Internship in Secondary Education (6 credits)
EDU 651 Instructional Strategies for Secondary Teaching
EDU 652 Curriculum Design
SED 540 Learners Who are Exceptional in General Education

Content Area Methods Courses: One of the following (3 credits)
EDU 501 Secondary Science Methods
EDU 502 Secondary English Methods
EDU 503 Foreign Language Methods
EDU 504 Secondary Social Studies Methods
EDU 554 Secondary Mathematics Methods

Completion of the Master's Degree

Masters of Science in Education in Teaching and Learning (MSEd-MTL)

ETEP candidates who have successfully completed their certification year may complete their Master's degree by completing an additional 12 credit hours. Students have a full five years beyond the certification year to complete their degree.

EDU 600 Research Methods
EDU 624 Schools and Classrooms
EDU 642 Classroom Assessment
EDU 643 Inquiry in Education

Master of Science in Abilities and Disabilities Studies

Candidates who want to complete an initial certification in 282 Teacher of Students with Disabilities or 286 Teacher of Students with Severe Disabilities and receive the Master of Science in Abilities and Disabilities Studies may apply to the Educational Psychology and Exceptionality Department. The initial certification requires 27 credit hours; an additional 12 credits is needed to complete the Master's degree. FMI: http://www.usm.maine.edu/abilities-disabilities-studies

Master of Science in Education in Applied Literacy

ETEP candidates who have successfully completed their certification year may complete their master's degree in Applied Literacy by applying to the Department of Literacy, Language and Culture. The program in Applied Literacy builds upon the curriculum and experiences of ETEP and gives novice teachers increased skill in literacy instruction. This degree requires an additional 18-21 credit hours. FMI: http://www.usm.maine.edu/literacy-education/msed-applied-literacy

Master of Science in Education in Applied Literacy, ESL Concentration

ETEP candidates who have successfully completed their certification year may complete their Master's degree in Applied Literacy by applying to the Department of Literacy, Language and Culture. Completion of the Master of Science in Education in Applied Literacy with a concentration in English as a Second Language leads to the ESL endorsement on the candidate's teaching license for certified teachers who have passed the Praxis II exam (0361) for Teachers of English to Speakers of Other Languages. This degree requires an additional 24 credit hours. FMI: http://www.usm.maine.edu/literacy-education/msed-applied-literacy-concentration-english-second-language

Tk20 Subscription

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Admission Information

ETEP Admission Requirements

For more detailed application information, please refer to the ETEP Application Guide:

http://usm.maine.edu/teacher-education

Minimum Requirements: Academic Preparation

An earned bachelor's degree from an accredited college or university. A cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Applicants must show completion of required academic content for the intended certification area (can be in progress at the time of application)

Praxis I scores that meet the state of Maine's certification requirements (see detail in Testing Requirements)

Relevant Experience and Professional Potential:

- prior experiences working with school-aged children in instructional or leadership situations
- a learner-centered educational philosophy
- self-knowledge, maturity, and sensitivity toward others
- ability to adapt to, and learn from, new and challenging situations
- excellent written and oral communication skills

Application Deadlines

9-Month, full-time internship

- January 9: First Round
- March 8: Second Round

13-Month, part-time internship

- October 1

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include

- A submitted online graduate admission application.
- The application fee of $65.00.
- Two sets of official transcripts from all colleges or universities attended, including USM.
- Praxis I Test report.
- Three letters of recommendation attesting to the applicant's potential for pursuing graduate level academic work, experience working with child and youth, and dispositions for being a professional teacher. Recommendations are easily submitted using our online application form. You will simply need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the **electronic letter of recommendation**. The recommendations should be from persons able to comment from direct knowledge of the applicant's potential for success as a teacher and graduate student.
- Resume showing history of employment, education, and community service.
- Essay (see below).
- ETEP Program Selection Sheet.
- Catalog of Experiences (see below).
- Certification of finances (international students only).
- Submission of official TOEFL or IELTS scores (if English is not first language).

Special Essay Question

The essay applicants submit is a replacement to Question 17 in the Graduate School Application. It is a thoughtful response to the following prompt:

The Equity Framework explained on pages 4-5 of this ETEP Application Guide describes the Teacher Education Department's commitment to equity in the education of the students we serve. How do you see yourself providing equitable opportunities to learn for your students? Illustrate your thinking by using specific examples.

Catalog of Experiences

Select a range of personal, educational or professional experiences working with children or adolescents that have been particularly significant in your development as a learner and a prospective teacher. Reflect carefully on each experience indicating what you learned about children, your content and yourself.

Testing Requirements

All individuals seeking Maine teacher certification must achieve minimum scores on a basic skills assessment in reading, writing, and math. Praxis I is therefore a requirement for admission into the MTL. To pass Praxis I applicants must have a composite score of 526 (or higher), including all scores within three points of passing. Passing scores: Reading: 176, Writing: 175. Mathematics: 175

For information about the application process and special admission requirements of the Extended Teacher Education Program, contact the USM Office of Graduate Admissions, 45 Exeter Street, Portland, ME 04104-9300, (207) 780-5306, and ask for a copy of the ETEP Application Guide; or find it on the Web at http://usm.maine.edu/teacher-education

Applicants whose native language in not English must have earned a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification.

MSEd in Teaching and Learning - Montessori Early Childhood Teacher Education Program (MECTEP)

Description

As a program concentration within the Master of Science in Education in Teaching and Learning, the 45 credit hour Montessori Early Childhood Teacher Education Program focuses on preparing professional teachers to understand the theory and practice of teaching and learning. Through the program, students complete all requirements for American Montessori Society (AMS) and Montessori Accreditation Council for Teacher Education (MACTE) early childhood (ages 2.5-6) teacher certification, and the Master of Science in Education in Teaching and Learning.

The program is a collaboration between the Teacher Education Department and the Maine Montessori Institute located at Winfield Children's House in Falmouth, Maine. Winfield Children's House is an AMS accredited early childhood program serving children ages 12 months-age 6. The Maine Montessori Institute is a full affiliate training site of the American Montessori Society and is a MACTE accredited teacher training center. Students learn the practice of teaching through a year-long internship and explore the theoretical and research-based principles of the Montessori method and materials design by Dr. Maria Montessori.

This cohort based, full-time, year-long program begins in the summer and continues through the following academic year. Coursework located at Winfield Children's House is concurrent with an internship in a program approved Early Childhood Montessori school. In addition to the courses offered through the Maine Montessori Institute, students in the program take two research courses, EDU 600: Research Methods and Techniques and EDU 643: Inquiry in Education, at USM.

Program Requirements

Course Requirements and Sequence (45 credits)

ECE 510 Overview: Elements of Teaching and Learning in an Early Childhood Montessori Classroom Environment
ECE 511 Classroom Leadership and Environmental Design in an Early Childhood Montessori
ECE 512 Montessori Principles and Philosophy
ECE 513 Child Development, Family and Community
ECE 514 Practical Life in the Early Childhood Montessori Classroom
ECE 515 Sensorial in the Early Childhood Montessori Classroom
ECE 516 Assessment and Observation in an Early Childhood Montessori Classroom
ECE 520 Language Arts in the Early Childhood Montessori Classroom
ECE 521 Mathematics in the Early Childhood Montessori Classroom
ECE 522 Science in the Early Childhood Montessori Classroom
ECE 523 Social Studies in the Early Childhood Montessori Classroom
ECE 525 Early Childhood Practicum in a Montessori classroom
ECE 526 Early Childhood Internship in a Montessori Classroom
EDU 600 Research Methods and Techniques
EDU 643 Inquiry in Education

For course descriptions, please click here: http://usm.maine.edu/sehd

Tk20 Subscription

All undergraduate and graduate students who matriculate into an educator preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation web site: http://usm.maine.edu/educatorpreparation

The Office of Educator Preparation at USM will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for students who have challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). To apply for a subsidy, complete the application form on the Office of Educator Preparation web site under Tk20 (http://usm.maine.edu/educatorpreparation). Submit the application to Colleen Pleau in the Office of Educator Preparation (8 Bailey Hall) or via email (cpleau@usm.maine.edu). Applications for this subsidy must be received no later than four weeks following the start of a student's matriculation semester by Kim Warren, SEHD Director of Student Affairs.

Admission Information

Minimum Requirements: Academic Preparation

An earned bachelor's degree from an accredited college or university. A cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Application Deadlines:

- January 9: First Round
- March 8: Second Round

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include

- A submitted online graduate admission application.
- The application fee of $65.00.
- Official transcripts from all colleges or universities attended, **excluding the seven campuses of the University of Maine system**. A transcript is official when it comes directly from the institution. If an applicant is submitting an official transcript, it must be in a sealed envelope from the insitution indicating that it is an official document. If the envelope has been opened prior to arriving at the Office of Graduate Admissions, it is no longer considered an official transcript.
- Praxis I Test report.
- Three letters of recommendation attesting to the applicant's potential for pursuing graduate level academic work, experience working with child and youth, and dispositions for being a professional teacher. Recommendations are easily submitted using our online application form. You will simply need to provide the name and email address for each of your recommenders during the application process. Once you submit your application, an email will be automatically generated to your recommenders directing them to fill out the **electronic letter of recommendation**. The recommendations should be from persons able to comment from direct knowledge of the applicant's potential for success as a teacher and graduate student.
- Resume showing history of employment, education, and community service.
- Essay (see below).
- ETEP Program Selection Sheet.
- Catalog of Experiences (see below).
- Certification of finances (international students only).
- Submission of official TOEFL or IELTS scores (if English is not first language).

Special Essay Question

The essay applicants submit is a replacement to Question 17 in the Graduate School Application. It is a thoughtful response to the following prompt:

- Why do you want to become a Montessori teacher?
- What characteristics do you possess that you feel will make you successful in the area of teaching?
- What is your personal style of teaching?

- How will you incorporate the material learned in the Montessori early childhood education program into your own style of teaching?

Catalog of Experiences

Provide an annotated list of experiences particularly significant in your development as a learner and prospective teacher. The catalog should describe your experiences working with children and any events that have led to a deeper understanding of the content area(s) you will teach. It should also include the insights you have gained from those experiences.

Testing Requirements

All individuals seeking Maine teacher certification must achieve minimum scores on a basic skills assessment in reading, writing, and math. Praxis I is therefore a requirement for admission into the MTL. To pass Praxis I applicants must have a composite score of 526 (or higher), including all scores within three points of passing. Passing scores: Reading: 176, Writing: 175. Mathematics: 175

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Muskie School Overview

Associate Dean: Andrew Coburn

Professors: Clary, Coburn, Colgan, Edney, Forhan, Fraumeni, Hartley, Kartez, Lapping, Payne, Savage, Thompson; Associate Professors: Bell, Bampton, Bolda, Ettenger, Hamilton, Joly, Lambert, LaPlante, Lynn, Merrill, Pavri; Assistant Professors: Kim, Morris

Academic Programs

The Edmund S. Muskie School of Public Service is a non-partisan education, research, and public service organization dedicated to educating leaders, informing policy and practice, and strengthening civic life. The school combines nationally recognized research programs with graduate degrees in Community Planning and Development (CPD), Public Health (MPH), and Public Policy and Management (PPM). It also offers a bachelor's degree and several minors through the school's Geography-Anthropology (GYA) program, as well as a wide spectrum of certificates and certificates of graduate study in areas ranging from social policy analysis to public management to geographic information systems. Muskie graduates work in many fields in both public and private sectors.
The Muskie School is frequently sought after as a source of knowledge on issues of national, regional, state, and local importance. More than 150 faculty and staff engage in research through externally funded grant and contract awards totaling $20 million. This success is attributable to growing expertise, a practical, innovative approach to health, social, environmental, community, and economic development problems, and a commitment to spanning traditional boundaries among university, government, and nonprofit organizations.
These activities provide faculty and students with real-life experiences which expand and inform classroom learning. Many graduate students take advantage of the school's research programs through assistantships and internships.
Muskie School Research

The school's research and public service activities encompass a range of public policy areas, including public health, economic, and tax policy; health and public administration; community planning; and environmental sustainability. The school also provides program evaluation, policy analysis, technical assistance, and training. The school is home to the Catherine E. Cutler Institute for Health and Social Policy, which houses four program areas: children, youth, and families; disability and aging; justice policy; and population health and health policy. The Cutler Institute conducts projects for federal, state, and local agencies as well as private foundations, and is committed to bringing the resources of the University of Southern Maine to bear on problems of critical importance to Maine and the nation. Collaborative partnerships with agencies and organizations have served as vehicles for innovative policy and program development.

Muskie houses also several national research centers. The Maine Rural Health Research Center is one of seven federally funded centers focused on critical issues related to rural health in the United States. The National Child Welfare Resource Center for Organizational Improvement assists all 50 states with advances in public services for children and families. Muskie's research portfolio also addresses sustainability issues, including urban growth, food systems, energy, and climate change.

Specialized laboratories administered by Muskie's Geography-Anthropology program, provide high-tech, hands-on learning environments. The labs serve not only as research facilities, but also as teaching facilities, allowing for student-faculty research collaborations. Laboratories include the Archaeology Laboratory, Environmental Archaeology Laboratory, Zooarchaeology Laboratory, Qualitative Research Laboratory, Cartography Laboratory and Map Collections, and the Geographic Information System (GIS) Laboratory.

Joint Degree Programs

The joint degree programs in law and public policy and in law and community planning and development offer the juris doctor degree (JD) through the University of Maine School of Law and the master's degree through the Muskie School. The programs allow students to earn both the JD and masters' degrees simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Students may thus complete both degrees in four years instead of the five years that would ordinarily be required. Separate admission to each program is required.

The joint degree program in business administration and public health offers a Master of Business Administration (MBA) through USM's School of Business and MPH through the Muskie School. This program allows students to earn the MBA and MPH simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Full-time MBA/MPH students may complete both degrees in three years instead of the four years that would ordinarily be required. Separate admission to each program is required.

Master's Degree Program Policies

In addition to the general policies described in the Academic Policies of the USM Graduate chapter, specific policies of these programs are as

follows:

Time Limit

All students must complete requirements for the degree within six years from the semester in which they matriculated in the program.

Full-Time Graduate Students

Full-time students will be able to complete the program in two years. They should take as many core courses as possible in the first year, remaining sensitive to the possible need to fit in an occasional track/concentration course and/or elective course scheduled only in alternate years. In the second year, full-time students should first make certain all core and track requirements are fulfilled; they are then free to exercise concentration and elective options for the remaining credits, finishing with the capstone course.

Part-Time Graduate Students

Students planning to graduate in May of the third year should plan to take 14 to 18 credits the first and second years (two courses in the fall, two in the spring, and one or two in the summer session), for a total of 33 credits the first two years, and all remaining credits the third year. It is suggested that the three-year, part-time student take all core courses in the first year and a combination of core, track, and elective courses in the second and third years. Again, sensitivity to alternate year course sequencing is advised.

Non-matriculated Students

Public service professionals and community residents may enroll in Muskie School courses as non-matriculated students. Non-matriculated students are required to fulfill all prerequisites for the courses in which they wish to enroll. Because non-matriculated students' enrollment is dependent on space availability, those interested are urged to contact instructors as early as possible. Students may also contact the Muskie School's Student Affairs office for information on space availability and registration information. Non-matriculated students may take up to twelve credit hours (total between all programs) from the CPD, MPH, or PPM course offerings prior to matriculation. Taking classes as a non-matriculated student does not guarantee admission to the PPM, MPH, or CPD program.

Transfer Credit

Students who have completed coursework in another graduate program at USM or elsewhere may petition the PPM, MPH, or CPD Academic Affairs Committee for transfer credit. Transfer credit may reduce the number of credits that must be taken to complete the degree, and/or may be used to waive a specific curriculum requirement when appropriate. Upon approval of the program Academic Affairs Committee, transfer credits may be used in one of three ways:

Courses taken at the Muskie School prior to matriculation: Students not enrolled in a certificate program may bring up to 12 credits of Muskie School courses taken prior to matriculation in the degree program. Credits taken in the semester in which application is made for the degree program count towards the 12-credit limit.

Courses taken as part of a Muskie graduate certificate program: Students may transfer the certificate credits taken to complete the certificate up to maximum of 12 (students completing the 15-credit certificate in Public Health may petition to transfer all certificate credits into their Public Health degree). Students who exceed the university time limits for obtaining a degree and are readmitted to the Muskie School may transfer all credits taken at Muskie that satisfy catalog requirements at the time of readmission. Students who switch matriculation from one Muskie degree program to another Muskie degree program may transfer all credits taken at Muskie that satisfy catalog requirements at the time of program transfer.

Graduate courses taken at other institutions: These must be declared on students' application for graduate study at Muskie, and may be used for transfer credit only if they meet the requirements of the graduate program and the University. Students may apply to transfer up to 12 credits of graduate credit from other universities taken prior to matriculation, except that students who transfer into full-time study in a Muskie graduate program directly from full-time study in another university's accredited graduate program in a comparable field may apply to transfer up to one half of the Muskie degree credit requirements. Each program must approve specific program requirement waivers.

Extramural Credit for Matriculated Students

Students who are matriculated in the PPM, MPH, or CPD master's program and would like to take a course offered by a department at USM or another university that is not already cross-listed with a Muskie degree program must obtain permission from their Muskie program's chair prior to registering for the non-Muskie course. The same limits with respect to transfer credit apply to extramural credit.

Requirement Waiver Request

A student may request a waiver from a program requirement by showing adequate mastery of the subject matter. Evidence may include the undergraduate transcript or a transcript of other graduate work, successful completion of an examination or other academic exercise prepared by the course instructor, submission of samples of work, or through other means acceptable to the program's Academic Affairs Committee or chair,

whichever is appropriate. The Academic Affairs Committee or program chair may solicit input from the Muskie course's instructor as to the advisability of the substitution, and may request supplemental information from the student. Approval of a course waiver does not reduce the credit requirement for graduation; students may take additional electives to meet the required credits. Students contemplating a request for permission to substitute a course are strongly advised to meet with the chair of his or her program's Academic Affairs Committee, or the chair of his or her program (whichever is appropriate) for more information about the process before making their request.

Capstone Requirements

The capstone project is an integrative research requirement for each of the master's degree programs in the Muskie School. Depending upon the academic program, the substantive focus and format may be either an individual or group research effort. Regardless of the academic program, it is the policy of the Muskie School that all students applying for graduation must have completed and successfully presented a capstone proposal no later than two weeks prior to graduation. Additional program requirements may apply. Students are urged to contact their academic program advisor or program capstone coordinator for additional information regarding program-specific requirements.

Certificates of Graduate Study

Certificates of graduate study may be taken as additional credits of coursework to augment the master's degree or to obtain a certificate of graduate study for those which do not require matriculation in the master's degree. Students seeking to link their certificate program to a degree program should consult the program chair for details as to how courses will count.

The following certificates of graduate study are offered by the Muskie School:

- Applied Research and Evaluation Methods
- Community Planning and Development
- Health Policy and Management
- Nonprofit Management
- Public Management
- Public Health
- Social Policy Analysis

Visit the Muskie School of Public Service website for more information.

MCPD in Community Planning & Development

Description

The Master's in Community Planning & Development (MCPD) program is for individuals who want to shape the environment and economy of cities and towns, and gain the necessary skills and knowledge for successful careers in planning and economic development. The CPD program provides the skills and knowledge to help communities diverse in size, structure, and composition to better balance economic growth, environmental quality and human welfare.

- MCPD program goals

Many classes are open to qualified individuals without enrollment in the degree program, allowing prospective students to become familiar with the Muskie School and CPD program before applying. Non-degree students may take courses as a part of a certificate program (LINK), or may take individual courses. Up to 12 credits of courses taken as a non-degree student may be transferred into the degree program if students elect to enroll in the degree.

For More Information

To learn more about the Community Planning and Development program, please contact Professor Charles Colgan, csc@usm.maine.edu or (207) 780-4008.

Program Requirements

The MCPD degree program requires 48 total credits. A required core of 30 credits (including the capstone and field experience) combines skills such as geographic information systems and conflict resolution with basic courses in planning - including theory and practice, economics, and methods of analysis.

Core Curriculum (30 credits)

- CPD 501 Planning Theory and History (3 credits)
- CPD 502 Sustainable Communities (3 credits)
- CPD 505 Elements of Plan Making (3 credits)
- CPD 515 Citizen Involvement and Dispute Resolution in Planning (3 credits)
- CPD 603 Planning Workshop (3 credits)
- CPD 616 Planning Law (3 credits)
- CPD 622 Introduction to ArcGIS (3 credits)
- CPD 696 Field Experience (0 credits)
- CPD 699 Capstone (3 credits)
- PPM 601 Applied Statistics for Public Policy and Management (3 credits)
- PPM 611 Economics and Public Policy (3 credits)
- PPM 640 Public Finance and Budgeting (3 credits)

Research Methods

Select three credits from the following list:

- CPD 607 Analytic Methods for Planning and Development (3 credits)
- CPD 625 Community Planning Analysis and Land Use Modeling (3 credits)
- GEO 608 GIS Applications I (3 credits)
- PPM 503/603 Applied Research Methods (1 credit; select three 1-credit modules)
- PPM 602 Research Design (3 credits)
- PPM 606 Survey Methods and Design (3 credits)

Students select a track from the following list:

- Land Use and Environment,
- Community and Economic Development, and
- Sustainability Planning.

Completion of each of these tracks requires twelve credits of coursework focused around the tracks' themes. A joint-degree option with the University of Maine School of Law is available.

Land Use and Environment Track

Select three credits from the following list:

- CPD 660 Introduction to Community Planning (3 credits)
- CPD 664 Principles of Town Design (3 credits)
- CPD 668 Local Environmental Planning (3 credits)

Select three credits from the following list:

- CPD 552 Introduction to Community Development (3 credits)
- PPM 650 State and Regional Economic Development (3 credits)

Select six credits from the following list:

- ANE 638 Reading the Cultural Landscape (3 credits)
- ANE 641 Environment and Culture (3 credits)
- CPD 581 Global Planning Issues: Megacities and Megacity Regions (3 credits)
- CPD 625 Community Planning Analysis and Land Use Modeling (3 credits)
- CPD 661 The Site Planning Process (3 credits)
- CPD 665 Transportation Planning (3 credits)
- CPD 667 Housing and Real Estate (3 credits)
- CPD 668 Local Environmental Planning (3 credits)
- CPD 669 Historic Preservation through Growth Management (3 credits)
- CPD 670 Growth Management Workshop (3 credits)
- CPD 672 Food Planning and Policy (3 credits)
- CPD 674 Social Justice and Planning (3 credits)
- CPD 676 Energy Policy and Planning (3 credits)
- CPD 677 Climate Adaptation Planning (3 credits)
- CPD 681 Global Planning Issues: Megacities and Megacity Regions (3 credits)
- LAW 635 Land Use and Growth Policy (3 credits)

- PPM 519 Communication Skills for Public Managers (3 credits)
- PPM 503/603 Applied Research Methods (1 credit per module)
- PPM 545 Grantwriting in Public and Nonprofit Organizations (3 credits)
- PPM 623 Risk and Public Policy (3 credits)
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors (3 credits)
- PPM 637 Intergovernmental Relations (3 credits)
- PPM 666 Environmental Policy (3 credits)

Community and Economic Development Track

Required Course:

- CPD 552 Introduction to Community Development (3 credits)

Select three credits from the following list:

- CPD 660 Introduction to Community Planning (3 credits)
- CPD 664 Planning Law (3 credits)

Select nine credits from the following list:

- CPD 581 Global Planning Issues: Megacities and Megacity Regions (3 credits)
- CPD 661 The Site Planning Process (3 credits)
- CPD 665 Transportation Planning (3 credits)
- CPD 667 Housing and Real Estate (3 credits)
- CPD 669 Historic Preservation through Growth Management (3 credits)
- CPD 672 Food Planning and Policy (3 credits)
- CPD 674 Social Justice and Planning (3 credits)
- CPD 676 Energy Policy & Planning (3 credits)
- CPD 677 Climate Adaptation Planning (3 credits)
- GEO 605 Remote Sensing (3 credits)
- GEO 608 GIS Applications I (3 credits)
- GEO 618 GIS Applications II (3 credits)
- GEO 658 Research Applications in GIS (3 credits)
- PPM 513 Law and Public Policy (3 credits)
- PPM 519 Communication for Public and Nonprofit Managers (3 credits)
- PPM 545 Grant Writing and Development in the Nonprofit Organization (3 credits)
- PPM 550 State and Regional Economic Development (3 credits)
- PPM 610 Foundations of Public Policy and Management (3 credits)
- PPM 623 Risk and Public Policy (3 credits)
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors (3 credits)
- PPM 666 Environmental Policy (3 credits)

Sustainability Planning Track

Select twelve credits from the following list:

- CPD 581 Global Planning Issues: Megacities and Megacity Regions (3 credits)
- CPD 672 Food Systems (3 credits)
- CPD 674 Social Justice and Sustainability (3 credits)
- CPD 676 Energy Policy and Planning (3 credits)
- CPD 680 Climate Adaptation Planning (3 credits)
- GEO 605 Remote Sensing (3 credits)
- GEO 608 GIS Applications I (3 credits)
- GEO 618 GIS Applications II (3 credits)
- GEO 658 Research Applications in GIS (3 credits)
- PPM 513 Law and Public Policy (3 credits)
- PPM 610 Foundations of Public Policy and Management (3 credits)
- PPM 623 Risk and Public Policy (3 credits)

CPD students may also take any GEO-prefix course numbered 500 and above. Students taking such courses should consult their advisor prior to registration in order to determine whether and how such courses fit their academic needs.

Recommended Course Sequence

Students will set their own course schedule depending on their circumstances, but all students are asked to complete CPD 601, CPD 615, CPD 605, and CPD 603 in their first two semesters of attendance.

Admission Information

Please see the USM Graduate Admissions website for information on the admissions process.

MPH in Public Health

Description

Master of Public Health (MPH)

Healthy weight, chronic disease, health system performance and costs, access to health care, environmental threats, health disparities – these are some of the pressing public health problems facing Maine and the nation. Through our nationally-recognized academic and research programs, the Muskie School of Public Service is dedicated to improving health and health systems.

The Master of Public Health (MPH) degree prepares students with the practical knowledge and skills to address today's complex population health and health services needs. Multi-disciplinary in nature, the MPH program delivers a broad population health and health systems perspective, with a nationally accredited specialization in Health Management. The program offers hands-on field experience opportunities in a wide variety of public health and healthcare organizations in Maine and beyond including state and local health departments, primary care and multi-specialty physician practices, hospitals, and health and health-related organizations. Graduates work in the public and private sectors to apply evidence-based practices and state-of-the-art knowledge and skills to improve population health.

The MPH program offers many opportunities for experiential learning. Through paid graduate and research assistantships with nationally recognized faculty and staff, many students engage in projects addressing public health, health service, and health policy problems critical to improving public health and health systems. Faculty and alumni offer strong connections with the practice community, creating opportunities for field placements, capstone projects, and career networking.

For More Information

For more information about the Public Health program, please e-mail Elise Bolda, program chair at eliseb@usm.maine.edu or (207) 780-4847.

Program Requirements

The Master of Public Health offers a competency-based curriculum that provides a foundation of knowledge and the opportunity to develop core skills for effective performance in public health, including management and leadership positions. Coursework is characterized by both individual and team assignments designed to build competencies and to integrate learning across the curriculum. Competencies in oral and written communication are developed throughout the curriculum, along with competencies in informed decision making (e.g. epidemiology, biostatistics), and leadership and management. Students may choose to pursue a specialization in Health Management, which establishes the specific courses students are required to successfully complete.

The program offers full- and part-time options and a schedule conducive to career professionals with classes in the late afternoon and evening. Some courses may be streamed via the web, available via the University of Maine System's videoconference network, or via distance through other technology.

Core Courses (required for all Public Health students) – 24 credits:

- MPH 525 American Health System (3 credits)

- MPH 535 Introduction to Epidemiologic Research (3 credits)
- MPH 545 Applied Biostatistical Analysis (3 credits)
- MPH 555 Environmental Health (3 credits)
- MPH 565 Social and Behavioral Health (3 credits)
- MPH 575 Health Systems Organization and Management (3 credits)
- MPH 698 Field Experience (3 credits)
- MPH 699Capstone (3 credits)

Courses required for optional Health Management specialization – 20 credits:

- MPH 630 Health Planning and Marketing (3 credits)
- MPH 635 Health Law and Ethics (3 credits)
- MPH 640 Health Finance I (3 credits)
- MPH 645 Health Finance II (2 credits)
- MPH 665 Health Economics (3 credits)
- MPH 670 Quality Improvement (3 credits)
- MPH 675 Health Information Management (3 credits)

MPH Elective Courses
Students pursuing the Health Management specialization are required to select three credits from either of the elective lists below. Students not pursuing the Health Management specialization are required to select 21 credits from the 'Health Management' list above or either of the elective lists below, of which a minimum of 15 credit hours must carry the MPH prefix:

- MPH 539 Topics in Public Health I (3 credits)
- MPH 625 Leadership & Professional Development (3 credits)
- MPH 639 Topics in Public Health II (3 credits)
- MPH 650 Public Health Research and Evaluation (3 credits)
- MPH 655 Public Health Practice (3 credits)
- MPH 660 Health Policy (3 credits)
- MPH 680 Professional Opportunities and Development (1 credit)
- MPH 681 Seminar in Public Health – Behavioral Health (3 credits)
- MPH 682 Seminar in Public Health – Long-Term Care (3 credits)
- MPH 685 Using Public Health Data (3 credits)
- MPH 690 Public Health Policy for Children and Families (3 credits)

Pre-approved elective courses from other programs:

- AMS 578 Epidemiology of Infectious Disease (3 credits)
- AMS 579 Epidemiology of Chronic Disease (3 credits)
- AMS 590 Principles of Toxicology (3 credits)
- AMS 635 Applications of Epidemiology in Public Health Agencies (3 credits)
- AMS 673 Epidemiology and Prevention of Cancer (3 credits)
- AMS 677 Regression Models in the Health Sciences (3 credits)
- CPD 502 Sustainable Communities (3 credits)
- CPD 672 Food Planning and Policy (3 credits)
- CPD 674 Social Justice and Planning (3 credits)
- PPM 521 Social Justice Theory and Policy Analysis (3 credits)
- PPM 545 Grant Writing and Development in the Nonprofit Organization (3 credits)
- PPM 606 Survey Methods and Design (3 credits)
- PPM 620 Introduction to Policy Analysis (3 credits)
- PPM 622 Applied Policy Analysis (3 credits)

Recommended Course Sequence

Full-time MPH Students (Health Management Specialization)
Year 1, Fall Semester - 12 credits:

- MPH 525 American Health System (3 credits)
- MPH 545 Applied Biostatistical Analysis (3 credits)
- MPH 565 Social and Behavioral Health (3 credits)

- MPH 675 Health Information Management (3 credits)

Year 1, Spring Semester - 12 credits:

- MPH 630 Health Planning and Marketing (3 credits)
- MPH 635 Health Law and Ethics (3 credits)
- MPH 640 Health Finance I (3 credits)
- MPH 665 Health Economics (3 credits)

Year 1, Summer - 3 credits:

- MPH 698 Field Experience (3 credits)

Year 2, Fall Semester - 11 credits:

- MPH 535 Introduction to Epidemiologic Research (3 credits)
- MPH 575 Health Systems Organization and Management (3 credits)
- MPH 645 Health Finance II (2 credits)
- Elective (3 credits)

Year 2, Spring Semester - 9 credits:

- MPH 555 Environmental Health (3 credits)
- MPH 670 Quality Improvement (3 credits)
- MPH 699 Capstone (3 credits)

Full-time MPH Students
Year 1, Fall Semester - 9 credits:

- MPH 525 American Health System (3 credits)
- MPH 545 Applied Biostatistical Analysis (3 credits)
- MPH 565 Social and Behavioral Health (3 credits)

Year 1, Spring Semester - 12 credits:

- MPH 555 Environmental Health (3 credits)
- Elective 1 (3 credits)
- Elective 2 (3 credits)
- Elective 3 (3 credits)

Year 1, Summer - 3 credits:

- MPH 698 Field Experience (3 credits)

Year 2, Fall Semester - 12 credits:

- MPH 535 Introduction to Epidemiologic Research (3 credits)
- MPH 575 Health Systems Organization and Management (3 credits)
- Elective 4 (3 credits)
- Elective 5 (3 credits)

Year 2, Spring Semester - 9 credits:

- Elective 6 (3 credits)
- Elective 7 (3 credits)
- MPH 699 Capstone (3 credits)

Part-time MPH Students (Management Specialization)
Year 1, Fall Semester - 6 credits:

- MPH 525 American Health System (3 credits)
- MPH 545 Applied Biostatistical Analysis (3 credits)

Year 1, Spring Semester - 6 credits:

- MPH 630 Health Planning and Marketing (3 credits)
- MPH 640 Health Finance I (3 credits)

Year 2, Fall Semester - 6 credits:

- MPH 565 Social and Behavioral Health (3 credits)
- MPH 535 Introduction to Epidemiologic Research (3 credits)

Year 2, Spring Semester - 6 credits:

- MPH 635 Health Law and Ethics (3 credits)
- MPH 670 Quality Improvement (3 credits)

Year 3, Fall Semester - 6 credits:

- MPH 575 Health Systems Organization and Management (3 credits)
- MPH 675 Health Information Management (3 credits)

Year 3, Spring Semester - 6 credits:

- MPH 665 Health Economics (3 credits)
- MPH 555 Environmental Health (3 credits)

Year 3, Summer Semester - 3 credits:

- MPH 698 Field Experience (3 credits)

Year 4, Fall Semester - 5 credits:

- MPH 645 Health Finance II (2 credits)
- Elective (3 credits)

Year 4, Spring Semester - 3 credits:

- MPH 699 Capstone (3 credits)

Part-time MPH Students
Year 1, Fall Semester - 6 credits:

- MPH 525 American Health System (3 credits)
- MPH 545 Applied Biostatistical Analysis (3 credits)

Year 1, Spring Semester - 6 credits:

- MPH 555 Environmental Health (3 credits)
- MPH Elective 1 (3 credits)

Year 2, Fall Semester - 6 credits:

- MPH 565 Social and Behavioral Health (3 credits)
- MPH 535 Introduction to Epidemiologic Research (3 credits)

Year 2, Spring Semester - 6 credits:

- MPH Elective 2 (3 credits)
- MPH Elective 3 (3 credits)

Year 3, Fall Semester - 6 credits:

- MPH 575 Health Systems Organization and Management (3 credits)
- MPH Elective 4 (3 credits)

Year 3, Spring Semester - 6 credits:

- MPH 698 Field Experience (3 credits)
- MPH Elective 5 (3 credits)

Year 4, Fall Semester - 6 credits:

- Elective 6 (3 credits)
- Elective 7 (3 credits)

Year 4, Spring Semester - 3 credits:

- MPH 699 Capstone (3 credits)

Admission Information

Please see the USM Graduate Admissions website for information regarding program admissions.

MPPM in Public Policy & Management

Description

The Public Policy & Management (PPM) program prepares graduates for leadership positions in nonprofit organizations, government, and the private sector. The program provides each student with a strong, multi-disciplinary foundation of skills and knowledge and the opportunity to apply both to contemporary issues of public concern to strengthen communities and develop effective public leaders.

Mission Statement

The Public Policy & Management program at the Muskie School offers graduate-level education and training for those seeking a career in the public and nonprofit sectors. Educational experiences are multi-disciplinary and problem focused, with flexible delivery through traditional classes and distance technologies. PPM faculty, staff, and students engage in rigorous inquiry about the complex challenges of democratic governance in our diverse communities, states, and nation.

Goals

To educate students to have the ability to:

1. Lead and manage in public governance and nonprofit organizations;

2. Participate in and contribute to the policy process;

3. Analyze and develop public policy;

4. Solve problems and make decisions;

5. Articulate and apply a public service perspective;

6. Communicate and interact effectively with a diverse and changing workforce and citizenry

For More Information

For more information about the Public Policy and Management Program, please e-mail Barbara Fraumeni, chair of the program, at at bfraumeni@usm.maine.edu or (207) 228-8245.

Program Requirements

A total of 39 credits is required to earn the master's degree in public policy and management. A core curriculum of 21 credits assures an understanding of basic principles of political science, management, economics, public finance, and statistics. Following the core courses, students

elect one of two tracks of study: policy analysis or public management. Each track requires a combination of required and elective courses totaling twelve credits.

Students who specialize in policy analysis examine the role of analysis in public policy making, and are taught the methods typically employed by analysts. The curriculum provides students with numerous opportunities to apply developing skills to real decision-making situations.

The track in public management allows students to focus on either organizational or financial aspects of public and nonprofit management. Organizational management provides students a greater understanding of how organizations and people work in the public sector, and the skills to improve the management of public and nonprofit organizations. Financial management builds skills in accounting, economics, and the financial management of public agencies and governments. Special attention is offered to the financial management problems confronting states and local governments.

After the core and track courses, students have six credits of electives to be used in any manner. Electives are those courses listed in the "course description" section, but not required for the students' chosen track. Typically, a student will either take an additional course in a track, or courses toward a certificate of graduate study.

Students with undergraduate Public Administration degrees from the University of Maine in Augusta who have an overall GPA of 3.0 or higher from UMA and have an overall GPA of 3.0 or higher in their Public Administration courses at UMA will have the following two courses waived and the total credits required for the degree reduced to 33 credits:

- PPM 610 Foundations of Public Policy and Management (3 credits)
- PPM 615 Foundations of Public Service and Management (3 credits)

Degree-seeking students may opt to complete certificates of graduate study while simultaneously completing their graduate degrees.

The Core Curriculum

At the center of the curriculum is a core of study in policy analysis and public management, providing a foundation of knowledge and skills for effective performance in public policy and management.

The core of study includes a course which integrates politics, management, and policy making, as well as courses which approach the study of public policy from the perspectives of economics, law and ethics, and courses in the theory and techniques of computing, statistics, management, research design, and public finance and budgeting.

- PPM 601 Applied Statistics for Public Policy and Management (3 credits)
- PPM 602 Research Design (3 credits)
- PPM 610 Foundations of Public Policy and Management (3 credits)
- PPM 611 Economics and Public Policy (3 credits)
- PPM 615 Foundations for Public Service and Management (3 credits)
- PPM 640 Public Finance and Budgeting (3 credits)
- PPM 696 Field Experience (0 credits)
- PPM 698 or PPM 699 Capstone (3 credits)

Tracks of Study

After completion of the core courses, students select a twelve-credit track of study in either policy analysis or public management. The tracks are designed to provide more depth of knowledge in one of the two primary curriculum areas. Each track requires one or two courses, with the additional six or nine credits selected from a range of designated courses which may change over time as student interests and program initiatives vary.

Policy Analysis Track

Required Course:

- PPM 620 Introduction to Policy Analysis (3 credits)

Select six credits from the following set of methods courses:

- PPM 503/603 Applied Research Methods (each worth 1 credit)
- PPM 604 Evaluation Methods (3 credits)
- PPM 606 Survey Methods and Design (3 credits)
- PPM 622 Applied Policy Analysis (3 credits)

Select three credits from above methods courses or from the following set:

- CPD 622 Introduction to ArcGIS (1 - 3 credits)
- CPD 672 Food Systems Planning and Policy (3 credits)
- PPM 511 Economic and Business Data and Methodology (3 credits)
- PPM 519 Communication for Public and Nonprofit Managers (3 credits)
- PPM 521 Social Justice Theory and Policy Analysis (3 credits)
- PPM 524 Gender, Race and Public Policy (3 credits)
- PPM 528 Comparative Public Policy and Administration (3 credits)
- PPM 550 State and Regional Economic Development (3 credits)
- PPM 605 Advanced Research Methods (3 credits)
- PPM 623 Risk and Public Policy (3 credits)
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors (3 credits)
- PPM 642 Policy Issues in State and Local Finance (3 credits)
- PPM 666 Environmental Policy (3 credits)

Public and Nonprofit Management Track

Students selecting the Public and Nonprofit Management Track must choose one emphasis:

- Organizational Management, or
- Financial Management

Students may choose to complete both tracks.

Organizational Management emphasis

Required Course:

- PPM 630 Organizational Dynamics (3 credits)

Select six credits from the following set of core management competencies:

- PPM 604 Evaluation Methods (3 credits)
- PPM 614 Public Service Ethics (3 credits)
- PPM 632 Human Resource Management in Public, Nonprofit, and Health Organizations (3 credits)
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors (3 credits)
- PPM 636 Management Information Systems in the Public and Nonprofit Sectors (3 credits)
- PPM 641 Financial Management for Nonprofit Organizations (3 credits)

Select three credits from the following set of management courses:

- CPD 672 Food Systems (3 credits)
- PPM 517 Practical Strategies for Effective Management (3 credits)
- PPM 519 Communication for Public and Nonprofit Managers (3 credits)
- PPM 521 Social Justice Theory and Policy Analysis (3 credits)
- PPM 528 Comparative Public Policy and Administration (3 credits)
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors (3 credits)
- PPM 533 State Administration and Policy (3 credits)
- PPM 534 Managing Cities, Towns, and Counties (3 credits)
- PPM 535 Managing in the Nonprofit Sector (3 credits)
- PPM 545 Grant Writing and Development in the Nonprofit Organization (3 credits)
- PPM 553 Volunteer Engagement and Management (3 credits)
- PPM 614 Public Service Ethics (3 credits)
- PPM 620 Introduction to Policy Analysis (3 credits)
- PPM 622 Applied Policy Analysis (3 credits)
- PPM 637 Intergovernmental Relations (3 credits)
- PPM 642 Policy Issues in State and Local Finance (3 credits)

Financial Resources Management emphasis

Select three credits from the following set of foundation knowledge courses:

- PPM 641 Financial Management for Public & Nonprofit Organizations (3 credits)
- PPM 642 Policy Issues in State and Local Finance (3 credits)

Select six credits from the above foundation knowledge courses or from the following set:

- MPH 640 Health Finance I (3 credits)
- PPM 503/603 Applied Research Methods Modules (each worth 1 credit)
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors (3 credits)
- PPM 545 Grant Writing and Development in the Nonprofit Organization (3 credits)
- PPM 550 State and Regional Economic Development (3 credits)

Select three credits from the above foundation knowledge courses, core competency courses, or from the following set:

- CPD 552 Introduction to Community Development (3 credits)
- MPH 645 Health Finance II (2 credits)
- PPM 517 Practical Management Strategies (3 credits)
- PPM 534 Managing Cities, Towns, and Counties (3 credits)
- PPM 614 Public Service Ethics (3 credits)
- PPM 630 Organizational Dynamics (3 credits)
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors (3 credits)

Beyond the core and track requirements, students take six credits of electives of their choice that may include further courses from the tracks, the beginnings of a certificate, or some other combination of courses.

Recommended Course Sequence

Upon entering the first semester, students will be given academic planning sheets they and their advisors should use to plan their courses for the duration of their degree. As these sheets are track-specific, students should begin their degrees with an idea of which tracks they wish to complete. Students can change their tracks at any point during their degree, so the initial track selection is in no way binding.

Core Courses

Students should register for the following core courses during their first two (non-summer) semesters:

- PPM 601
- PPM 610
- PPM 611
- PPM 615
- PPM 602 (should be taken during students' second or third semester)

The capstone project (PPM 699) is an integrating experience taken near the end of the master's program.

Electives

Students can take their two electives at any time, however priority should be given to core and track-specific courses.

Admission Information

Please see the USM Graduate Admissions website for information on the admissions process.

PhD in Public Policy

Description

The doctor of philosophy degree offers the highest level of professional and academic education in public policy. Currently the program is at capacity and is not accepting new students.

Program Requirements

The program is not accepting applications for the 2013-2014 academic year.

Joint Degree: MPH and MBA

The dual degree program in Public Health and Business Administration offers the Master of Public Health (MPH) through the Muskie School of Public Service at USM and the Master of Business Administration (MBA) through the USM School of Business.
The USM School of Business is among the top third of business schools in America accredited by the prestigious AACSB International. The MBA program features acclaimed faculty and serious, career-minded students working hand-in-hand with New England's business leaders to create academic and real-world, practice-based partnerships inside the classroom and inside the business place.

The dual MBA-MPH program will advance the development of senior managers who understand the business of health care and public health and appreciate the unique role this sector represents in our economy, communities, and society. The program educates leaders for the many exciting settings that characterize the health sector, including integrated health care delivery systems, hospitals, medical practices, governmental and not-for-profit health and public health organizations, among others. Dual degree graduates will have the skills needed to inform and guide organizational change; formulate organizational, business, and market strategies; define innovative organizational financing and service delivery strategies; and develop cross-functional business solutions to the challenges of providing high-quality, value-driven, and accessible health care services.

The program allows students to earn both the MPH and the MBA simultaneously by designating a certain number of cross over courses that satisfy the graduation requirements of each degree. To earn the sixty-four credit hours required for the joint degree, students must complete a combination of MPH and MBA core courses, as well as an MBA practicum.

Full-time students may thus complete both degrees in three years instead of the four years that would ordinarily be needed.

MPH Courses

- MPH 525 American Health System (3 credits)
- MPH 535 Introduction to Epidemiological Research (3 credits)
- MPH 545 Biostatistics (fulfilled by MBA 504) (3 credits)
- MPH 555 Environmental Health (3 credits)
- MPH 565 Social and Behavioral Foundation of Public Health (3 credits)
- MPH 575 Health System Organization and Management (3 credits)
- MPH 630 Health Planning and Marketing (3 credits)
- MPH 635 Health Law and Ethics (3 credits)
- MPH 640 Health Finance I (Credits satisfied by MBA 505,see below)
- MPH 645 Health Finance II (2 credits)
- MPH 665 Health Economics (1 credit)
- MPH 670 Quality Improvement (3 credits)
- MPH 675 Health Information Management (3 credits)
- MBA 504 Probability and Statistics (3 credits)
- MPH 690 Field Experience (Credits satisfied by MBA 698,see below)
- MPH 699 Capstone (Credits satisfied by MBA 698, see below)

Joint Degree Total MPH Credits: 33

MBA Courses

MBA Foundation Courses

- EDU 671 Organizational Behavior (3 credits)
- MBA 501 Economic Analysis (3 credits)
- MBA 502 Fundamentals of Accounting (3 credits)
- MBA 504 Probability and Statistics (Required, credits counted in MPH)
- MBA 505 Financial Management (3 credits)

MBA Core Courses

- ACC 630 Management Accounting Systems (3 credits)
- MBA 611 Intro to Organizational Change (3 credits)
- MBA 612 Topics in International Business or MBA 625International Finance (3 credits)
- MBA 615 Ethical and Legal Issues in Business (3 credits)
- MBA 62X Finance - Select from the following: (3 credits)

- MBA 626 Strategic Valuation
- or MBA 627 Investment Management
- or MBA 629 Financial Modeling

- MBA 660 Managerial Marketing (3 credits)
- MBA 670 Management Science (3 credits)
- MBA 674 Topics in Information Systems Management (3 credits)
- MBA 672 Supply Chain Management (3 credits)

- or MBA 675 Production Operations Management

- MBA 698 The Practicum (in a health care related setting) (3 credits)

Electives (nine credit hours) fulfilled by MPH course work: 0

Joint Degree Total MBA Credits: 30, plus up to 12 credits of foundation course work
Combined Total Joint Degree Credits: 63, plus up to 12 credits of foundation course work

Joint Degree: Public Policy and Management (PPM) and Law (JD)

The Edmund S. Muskie School of Public Service at the University of Southern Maine, in conjunction with the University of Maine School of Law, offers a Joint Degrees Program that combines the study of law and public policy. Students completing the program earn both the Juris Doctor (JD) and the Master of Public Policy and Management (MPPM) Separate admission to the programs is required. LSAT scores are required for Law School admission and are accepted by the Public Policy and Management program in lieu of the GRE for joint degrees applicants. Prospective students may complete the two admissions processes simultaneously or in different years. Entrance to one program does not in any way ensure admission to the other.

A student admitted to the joint degrees program may, with approval, transfer up to nine credits from each program to the other, thereby reducing the number of required credits in each program by nine and the total number of credits required the two degrees by 18.

Law School Degree Requirements: please refer to the Law School website or contact the University of Maine School of Law for requirements.

Public Policy and Management Degree Requirements

The MPPM degree requires a total of 39 hours for completion. A core curriculum of 18 hours assures an understanding of basic principles of political science, management, economics, statistics, and public finance. Students with little or no public sector experience are required to complete a non-credit field experience; with approval, the Law internship may be used to fulfill this requirement. Following the core courses, students elect one of two tracks of study: Policy Analysis, or Public Management. Each track requires 12 credits of course work. Following the core and track courses, students take six credits of elective course work. Finally, students complete a three-credit capstone course. Joint degrees students may petition the PPM Academic Affairs Committee to substitute the Law School Independent Writing Project for the PPM Capstone requirement. The petition must provide a description of the Law Writing Project and an explanation of the project's relevance to public or nonprofit management or public policy. Approval of substitution of the Law Writing Project for the PPM capstone reduces the joint degrees credit requirement by an additional three credits.

Each joint degrees program student is expected to develop an academic plan for completing the master's degree in Public Policy and Management that shows the law courses that will be used to fulfill degree requirements. Program coursework is individually determined based on student interest and their approved academic plan in consultation with their advisors. Generally, one three-credit law course may be used as a track requirement, with the remaining six credits used as electives. Law School courses may be taken prior to or during matriculation in the PPM master's program. Students will be assisted in programs planning by a PPM faculty member and a Law School faculty member who holds an appointment in PPM.

Students may consider the following cross-listed courses when creating their academic plan with their advisor:

- LAW 635 Advanced Land Use Law (PPM 689)
- LAW 684 Alternative Dispute Resolution (PPM 687)
- LAW 687 Coastal Zone Law (PPM 688)
- LAW 612 Environmental Law Seminar (PPM 690)
- LAW 618 Health Care Law (PPM 681)
- LAW 637 Environmental Law (PPM 683)
- LAW 633 Natural Resources Law (PPM 682)

- LAW 658 Marine Resources Law (PPM 684)
- LAW 675 Medical-Legal Process (PPM 685)
- LAW 616 State and Local Government (PPM 680)

Certificate of Graduate Study in Applied Research & Evaluation Methods

Description

The Certificate of Graduate Study in Applied Research & Evaluation Methods is designed for students and practitioners who want to learn to use data effectively on the job and in the community. The certificate emphasizes data acquisition, data analysis and presentation, choosing and applying statistical techniques to real world problems, and practical application of analytical tools.

The certificate may be pursued as a 12-credit program of study, without concurrent matriculation in a degree program, or to augment a Muskie School master's or doctoral degree program. There is no mathematics or statistics prerequisite.

For More Information

For more information, please contact:

Josie LaPlante
Associate Professor, Public Policy and Management
Phone: (207) 780-4863
jlaplante@usm.maine.edu

Program Requirements

Requirements

Students complete 12 credits of study, including a required three-credit course and nine credits of elective coursework, selected from a list of approved courses. This certificate can be completed entirely over the web.

Required Course:

- PPM 601 Applied Statistics for Public Policy and Management (3 credits)

Select an additional nine credits from the following:

- AMS 535 Introduction to Epidemiological Research (3 credits)
- AMS 545 Applied Biostatistical Analysis (3 credits)
- AMS 677 Regression Analysis in the Health Sciences (3 credits)
- CPD 625 Community Planning Analysis and Land Use Modeling (3 credits)
- CPD 622 Introduction to Arc/GIS (3 credits)
- PPM 503C Applied Cost-Benefit Analysis (1 credit)
- PPM 503H Graphing Data (1 credit)
- PPM 511 Economics Business Data and Management (3 credits)
- PPM 531 Practical Performance Measurement (3 credits)
- PPM 602 Research Design (3 credits)
- PPM 603 Applied Research Methods modules (1 credit each)
- PPM 604 Evaluation Methods (3 credits)
- PPM 606 Survey Methods and Design (3 credits)

Admission Information

Visit the USM Graduate Admissions site for information on the graduate certificate program application process.

Questions about applying? Contact the Muskie School Student Affairs Office at (207) 780-4864 or mspssao@usm.maine.edu

Questions about the certificate? Contact ProfessorJosie LaPlante at jlaplante@usm.maine.edu or (207) 780-4863.

Certificate of Graduate Study in Child & Family Policy & Management

Description

Applications are not being accepted for this certificate for the 2013-14 academic year.

The Certificate of Graduate Study in Child and Family Policy & Management provides an opportunity for students to gain the knowledge and competencies needed to affect change, guide policy development and implementation, and manage programs serving children and families.

The certificate is designed for child and family professionals, children's advocates, teachers, justice system personnel, policy makers, and others wishing for a better understanding of children and family policy and management.

The certificate emphasizes:

- integration of substantive knowledge and best practice;
- policy analysis, policy development and evaluation;
- organizational and management expertise;
- the legal system and its effect on children and families; and
- application to practice in substantive areas including early care and education, elementary and secondary education, welfare reform, child welfare, juvenile justice, family violence, and child and family mental and physical health.

Program Requirements

Applications are not being accepted for this certificate for the 2013-14 academic year.

Certificate of Graduate Study in Community Planning & Development

Description

The Certificate of Graduate Study in Community Planning and Development has two major objectives: to provide students with a firm grounding in land use and environmental planning, economic development; and planning for community and regional sustainability. These objectives are met through course readings, class lectures and discussions, case analyses, and problem-solving exercises in various community-based settings.

Those contemplating a career in local government, state government, or nonprofit organizations - and who are particularly interested in the fields of land use, economic development, and sustainability planning - are invited to discuss their goals with the coordinator of the certificate in community planning and development. Those who already practice in the field and wish to enhance their skills and understanding of the issues are also encouraged to discuss how the certificate in community planning and development could help advance their careers.

For More Information

For more information, please contact:
Charles S. Colgan
Chair, Community Planning and Development
Phone: (207) 780-4008
csc@usm.maine.edu

Program Requirements

The certificate requires the completion of 12 credit hours of coursework. Students may select from among three specializations:

- Land Use and the Environment
- Community and Regional Development
- Sustainability planning

Students may take other elective courses in the CPD program in addition to those listed below as part of their certificate program. Courses in the CPD core or in other graduate programs may also be included as part of the certificate if approved by the program chair.

Specialization in Land Use and the Environment (choose four courses; 12 credits total)

- CPD 616 Planning Law (3 credits)
- CPD 660 Introduction to Community Planning (3 credits)
- CPD 664 Principles of Town Design (3 credits)
- CPD 668 Local Environmental Planning (3 credits)
- PPM 623 Risk and Public Policy (3 credits)
- PPM 666 Environmental Policy (3 credits)

Specialization in Community and Regional Development (choose four courses; 12 credits total)

- CPD 515 Citizen Involvement and Dispute Resolution in Planning (3 credits)
- CPD 552 Introduction to Community Development (3 credits)
- CPD 667 Housing and Real Estate (3 credits)
- CPD 669 Historic Preservation through Growth Management (3 credits)
- PPM 550 State and Regional Economic Development (3 credits)

Specialization in Sustainability Planning (choose four courses, 12 credits total)

- CPD 502 Sustainable Communities (3 credits)
- CPD 672 Food Planning and Policy (3 credits)
- CPD 674 Social Justice and Planning (3 credits)
- CPD 676 Energy Policy and Planning (3 credits)
- CPD 677 Climate Adaptation Planning (3 credits)
- PPM 623 Risk and Public Policy (3 credits)

Admission Information

Visit the USM Graduate Admissions site for information on the graduate certificate program application process.

Questions about applying? Contact the Muskie School Student Affairs Office at (207) 780-4864 or mspssao@usm.maine.edu

Questions about the certificate? Contact Professor Charles Colgan at csc@usm.maine.edu or (207) 780-4008

Certificate of Graduate Study in Health Policy & Management

Description

The Certificate of Graduate Study in Health Policy & Management (HPM) provides the opportunity to learn about the broad social context of health systems and health policies and to develop both policy analysis and management skills appropriate to the field. The certificate program offers an introduction to health management and policy for students entering the field. The program engages experienced professionals in healthcare and other fields in the exploration of legal and ethical issues, quality improvement, and health information management. HPM certificate students from diverse backgrounds gain a solid foundation of knowledge and skills in health policy, planning, and financing, as well as the fundamentals of health care management.

Certificate courses are selected from the curriculum of the Master of Public Health degree program. The certificate courses are taught by Muskie core faculty as well as adjunct faculty from senior management and policy positions in public and nonprofit organizations. Courses are offered at the Muskie School in Portland at 4:00 p.m. or later, with several streamed live via interactive technologies.

Students may transfer up to 12 course credits (completed with a grade of 'B' or better) from the HPM certificate if they later decide to apply for - and are admitted to - the Master of Public Health degree program.

For More Information

For more information, please contact:

Elise Bolda, Ph.D.
Chair, Public Health Program
Phone: (207) 780-4847
eliseb@usm.maine.edu

Program Requirements

The following courses (6 credits) are required:

- MPH 525 The American Health System (3 credits)
- MPH 630 Health Planning and Marketing (3 credits)

Students must also choose two courses (6 credits) from the following electives:

- MPH 575 Health Systems Organization and Management (3 credits)
- MPH 635 Health Law and Ethics (3 credits)
- MPH 640 Health Finance I (3 credits)
- MPH 660 Health Policy (3 credits)
- MPH 670 Quality Improvement (3 credits)
- MPH 675 Health Information Management (3 credits)

Recommended Course Sequence

If students are taking one course per semester:

- Students beginning in the fall start with MPH 525.
- Students beginning in the spring start with MPH 630.

Students taking two or more courses per semester add to the required courses with selections from the list of electives courses.

Admission Information

Visit the USM Graduate Admissions site for information on the graduate certificate program application process.

Questions about applying? Contact the Muskie School Student Affairs Office at (207) 780-4864 or mspssao@usm.maine.edu

Questions about the certificate? Contact Professor Elise Bolda at eliseb@usm.maine.edu or (207) 780-4847

Certificate of Graduate Study in Nonprofit Management

Description

The Certificate of Graduate Study in Nonprofit Management provides traditional students, working professionals, and volunteers in the nonprofit sector with the knowledge and managerial skills and techniques to respond to the challenges of this important and rapidly changing sector of society.

Students gain valuable expertise in critical areas such as managing human and financial resources, using technology to further organizational goals, and successfully mastering the system of performance contracting being introduced in Maine. Other topics examined include grant writing, fundraising, volunteer recruitment and management, board development, and interagency collaboration. The certificate courses are taught by Muskie core faculty as well as adjunct faculty from senior management and policy positions in public and nonprofit organizations.

The certificate may be taken as an additional 6 credits of coursework to augment the Public Policy & Management master's degree, or as a 12 credit certificate program that does not require matriculation in a degree program. Certificate programs include a choice of courses selected from curriculum of the master's degree.

For More Information

For more information, please contact:

Bruce Clary
Professor, Public Policy and Management Program
Phone: (207) 780-4865
brucec@usm.maine.edu

Program Requirements

Students select four courses 12 credits including one required course and three electives from a list of approved PPM courses.

Required Course

- PPM 535 Managing in the Nonprofit Sector (3 credits)

Choose three from the following courses:

- PPM 553 Volunteer Engagement and Management (3 credits)
- PPM 545 Grant Writing in Public and Nonprofit Organizations (3 credits)
- PPM 601 Applied Statistics for Public Policy and Management (3 credits)
- PPM 631 Measuring Performance in the Public and Nonprofit Sectors (3 credits)
- PPM 632 Human Resource Management in Public, Nonprofit and Health Organizations (3 credits)
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors (3 credits)
- PPM 636 Management Information Systems in the Public and Nonprofit Sectors (3 credits)
- PPM 639 Topics in Public Policy and Management (3 credits)

Admission Information

Visit the USM Graduate Admissions site for information on the graduate certificate program application process.

Questions about applying? Contact the Muskie School Student Affairs Office at (207) 780-4864 or mspssao@usm.maine.edu

Questions about the certificate? Contact Professor Bruce Clary at brucec@usm.maine.edu or (207) 780-4865.

Certificate of Graduate Study in Performance Management & Measurement

Description

Applications are not being accepted for this certificate for the 2013-14 academic year.

The Certificate of Graduate Study in Performance Management & Measurement is designed to equip managers with the knowledge and skills needed to monitor and report on organizational performance, to present results-oriented information in alternative formats to diverse, non-technical audiences, and to contribute to improving performance in public organizations.

The certificate program may be taken as additional credits of coursework to augment a master's degree, or as a 12-credit certificate program that does not require matriculation in a degree program. Certificate programs include a choice of courses selected from the curriculum of the master's degree in Public Policy & Management. Certificate students may transfer up to 12 credits of their coursework (in which they received a grade of B or better) into a degree program if they decide to pursue a master's degree.

Program Requirements

Applications are not being accepted for this certificate for the 2013-14 academic year.

Certificate of Graduate Study in Practice Management

Description

Applications are not being accepted for this certificate for the 2013-14 academic year.

The certificate of graduate study in Practice Management provides comprehensive training in strategic and operational management of physician and other professional health care practices. Upon completion of this certificate program, students will understand the broad health care market and environment, acquire management and strategic skills necessary to provide leadership to a professional practice, and acquire sufficient knowledge of administrative processes to effectively manage the day-to-day activities that advance short-term financial and operational objectives of a professional practice.

Program Requirements

Applications are not being accepted for this certificate for the 2013-14 academic year.

Certificate of Graduate Study in Public Health

Description

The 15-credit Certificate of Graduate Study in Public Health (PH) provides individuals from diverse backgrounds with a solid foundation of knowledge and skills in public health, health policy, community health, epidemiology as well as offering students an opportunity to pursue interests in evaluation, planning or quality.

The public health certificate can serve to augment a student's previous academic training and facilitate advancement in a variety of private health and service organizations as well as public agencies. Alternatively, the certificate can serve as a strong introduction and preview to the field of public health prior to committing to a formal masters' program.

Certificate students who apply for, and are admitted to, a master's degree program, may transfer up to 15 credits from their certificate coursework.

Courses are scheduled in the late afternoon and evening for the convenience of working students, and are held at the Muskie School on the USM Portland campus. Some courses are accessible via distance through the university's distance education network, streaming video, or similar technology.

For More Information

For more information, please contact:

Elise Bolda
Chair, Public Health Program
Phone: (207) 780-4847
eliseb@usm.maine.edu

Program Requirements

Required Courses (9 credits):

- MPH 525 American Health Systems (3 credits)
- MPH 535/AMS 535 Introduction to Epidemiologic Research (3 credits)
- MPH 565 Social and Behavioral Foundations for Public Health (3 credits)

Select six credits from the following list:

- MPH 545/AMS 545 Applied Biostatistical Analysis (3 credits)
- MPH 555 Environmental Health (3 credits)
- MPH 625 Organizational Leadership (3 credits)
- MPH 630 Health Planning and Marketing (3 credits)
- MPH 635 Health Law and Ethics (3 credits)
- MPH 640 Finance I (3 credits)
- MPH 645 Finance II (2 credits)
- MPH 650 Applied Public Health Research and Evaluation (3 credits)
- MPH 655 Public Health Practice (3 credits)
- MPH 660 Health Policy (3 credits)
- MPH 665 Health Economics (3 credits)
- MPH 670 Quality Improvement (3 credits)
- MPH 675 Health Information Management (3 credits)

Admission Information

Visit the USM Graduate Admissions site for information on the graduate certificate program application process.

Questions about applying? Contact the Muskie School Student Affairs Office at (207) 780-4864 or mspssao@usm.maine.edu

Questions about the certificate? Contact Professor Elise Bolda at eliseb@usm.maine.edu or (207) 780-4847

Certificate of Graduate Study in Public Management

Description

Certificate of Graduate Study in Public Management

The online Certificate of Graduate Study in Public Management is designed primarily for professionals who work in government, whether in a city, county, or state position. It is particularly pertinent for those who may not have had management education, but now find themselves in positions dealing with financial issues, supervision of staff, the challenges of communication and information technology (such as e-government, confidentiality, and the availability of data on the web), or organizing citizen participation in meetings. This certificate will also be helpful to those seeking to develop competencies to move their public service careers ahead to the next level.

The certificate classes are taught by Muskie School faculty, as well as adjunct faculty with advanced degrees. Certificate courses are web-based, distance courses and use Blackboard. Students must have access to a high-speed Internet connection. For further information about signing into online courses and using Blackboard, visit http://www.usm.maine.edu/online.

Students who decide to continue their education in the Public Policy and Management degree program in Portland or Augusta may transfer a maximum of 12 credits toward their degree upon acceptance.

For More Information

For more information, please contact:
Carolyn Ball
Professor, Public Policy and Management
ball@maine.edu

Program Requirements

Required Courses (12 credits)

- PPM 517 Practical Strategies for Effective Management (3 credits)
- PPM 632 Human Resource Management in Public, Nonprofit, and Health Organizations (3 credits)
- PPM 636 Management Information Systems in the Public and Nonprofit Sectors (3 credits)
- PPM 640 Public Finance and Budgeting (3 credits)

Admission Information

Visit the USM Graduate Admissions site for information on the graduate certificate program application process.

Questions about applying? Contact the Muskie School Student Affairs Office at (207) 780-4864 or mspssao@usm.maine.edu

Questions about the certificate? Contact Professor Carolyn Ball at ball@maine.edu

Certificate of Graduate Study in Social Policy Analysis

Description

The Certificate of Graduate Study in Social Policy Analysis is designed for social service professionals, children's advocates, teachers, justice system personnel, union and community organizers, policy analysts, policy makers, political activists, planners, and others seeking a better understanding of the intersections between economics, social justice theory, and social policy analysis.

Social policy analysis uses the tools and analytic methods of public policy analysis to evaluate policy options for solving social problems, such as:

- Poverty
- Hunger and disease
- Unemployment and under-employment
- Delinquency and crime
- Discrimination
- Violence

In addition to addressing questions of economic efficiency and social justice, certificate courses also examine the impact broader social, economic, and political forces have upon various groups, particularly disadvantaged and at-risk populations.

The certificate is a stand-alone credential, or up to 12 credits may be transferred into the Master's in Public Policy and Management degree program.

For More Information

For more information, please contact:

Lisa Morris
Assistant Research Professor, Public Policy and Management
Phone: (207) 780-5786
lmorris@usm.maine.edu

Program Requirements

Students must take four courses (12 credits) from among the following courses in the graduate programs at the Muskie School. If students have not previously completed an introductory-level microeconomics course (or equivalent), at the undergraduate or graduate level, they will be required to complete PPM 611 Economics and Public Policy as part of the certificate.

Required Courses (6 credits)

- PPM 521 Economics and Social Justice Theory
- PPM 610 Foundations of Public Policy

Select two additional courses (6 credits) from the following:

- CPD 552 Intro to Community Development
- CPD 602 Sustainable Communities
- CPD 674 Social Equity and Sustainability Planning
- CPD 672 Food Systems Planning and Policy
- MPH 525 American Health System
- MPH 660 Public Health Policy
- MPH 565 Social and Behavioral Health
- PPM 524 Gender and Race, Politics and Policy
- PPM 611 Economics and Public Policy
- PPM 620 Introduction to Policy Analysis
- PPM 622 Applied Policy Analysis

Admission Information

Visit the USM Graduate Admissions site for information on the graduate certificate program application process.

Questions about applying? Contact the Muskie School Student Affairs Office at (207) 780-4864 or mspssao@usm.maine.edu

Questions about the certificate? Contact Professor Lisa Morris at lmorris@usm.maine.edu or (207) 780-5876.

Course Descriptions

- Community Planning and Development
- Public Health
- Public Policy and Management

Community Planning and Development

CPD 501 Planning Theory and History
This course introduces students to basic elements of planning theory and history. Other topics covered include planning in a diverse society and an introduction to ethical issues facing planners. Cr 3.

CPD 502 Sustainable Communities
CPD 602 is designed for students who have previously been exposed to planning history and theory (CPD 601 or its equivalent). Its purpose is to introduce the student to one current approach to community planning, known as sustainable communities, which embraces a holistic approach to community development as a goal to be pursued in the complex interplay among natural, economic, and social systems. The course aims to establish command of the basic concepts, principles, policies, and obstacles associated with sustainable development, sustainable communities, and, as a practical example, smart growth. Prerequisite: CPD 601 or instructor permission. Cr 3.

CPD 505 Elements of Plan Making
The course focuses on the foundations of planning primarily at the regional, local, and neighborhood levels. It covers the legal and political foundations of plan making, including an introduction to planning and zoning law; the architecture of plans; and themes around the integration of planning elements, such as transportation/land use and urban form/classical zoning. Cr 3.

CPD 515 Citizen Involvement and Dispute Resolution in Planning
Introduces students to the processes of conflict resolution, stakeholder involvement, communication with non-technical audiences, and styles of leadership that are essential to effective adoption and implementation of plans. Cr 3.

CPD 581 Global Planning Issues: Megacities and Megacity Regions
This course provides an overview of the interactive factors that shape the socio-economic and physical structures of megacities around the world. Students will examine the processes that influence urbanization and gain an understanding of the contemporary state of the world's cities, with a particular focus on megacities. Students will be exposed to issues confronted by citizens, policy makers and planners in those megacities. The course is organized geographically and will focus on selected megacities in Latin America, Africa, Asia, in addition to Europe and the United States. Cr 3.

CPD 603 Planning Workshop
This course will center around one or more group projects in planning and/or economic development. It will focus on getting students to be able to design, research, produce, and communicate professional-level projects during one semester, and is intended to serve as the foundation for the capstone. Cr 3.

CPD 616 Planning Law
This course will cover the procedures and practices employed in the implementation of land use plans, programs, and policies, including zoning, subdivision regulations, site plan review procedures, and official mapping. The course covers the use of nonregulatory methods of implementation such as tax incentives, capital planning and budgeting, special assessment districts, and tax increment financing. Cr 3.

CPD 622 Introduction to Arc/GIS
An introduction to the ArcGIS program, a Windows-based Geographic Information Systems program. Covers beginning and intermediate uses of the program. This course is available for all CPD degree tracks. Cr 1-3.

CPD 625 Community Planning Analysis and Land Use Modeling
Introduction to estimating and projecting the demand for land, housing, and public space for long-range land use planning; developing future growth scenarios at the town and regional scale; and using GIS tools such as buildout calculators and planning support systems to organize and visualize these analyses. Prerequisite: CPD 622 (or GEO 308, or GEO 408, or GEO 508, or GEO 518, or GEO 608, or GEO 618) and CPD 660 (or CPD 661), or instructor permission. Cr 3.

CPD 552 Introduction to Community Development
An investigation of the nature and role of community development activities as a strategy to increase the assets a community has at its disposal to solve problems. Examines both local government and not-for-profit sector organizations for community development with a focus on public/private partnerships and community development corporations as major vehicles for contemporary community development efforts, as well as the continuing role of the federal Community Development Block Grant program. Cr 3.

CPD 659 Topics in Growth Management
This class will cover current and emerging issues in Growth Management. Cr. 3.

CPD 660 Introduction to Comprehensive Planning
This course will examine the methods and techniques of preparing small-area and community land use plans, with particular emphasis on rural and small town planning incorporating housing, transportation, development, and resource protection. Techniques for preparing community resource and problem inventories, population and employment forecasts, assessing land consumption trends, and public involvement also will be covered. Prerequisite: CPD 505 or instructor permission. Cr 3.

CPD 661 The Site Planning Process This course will provide an introduction to environmental planning and assessment concepts and skills associated with the development of sites for human use. Emphasis is given to the development of particular tracts or parcels of land in Maine. Cr 3.

CPD 664 Principles of Town Design
This course addresses a range of community design and site design issues at the local level. It requires a student to become familiar with literature on town design, conduct field observations and measurements, perform limited land use ordinance research, and communicate design observations and ideas in writing, through drawing, by using photographs, newspaper research, as well as in class discussions. Cr 3.

CPD 665 Transportation Planning
The basic elements of transportation planning and engineering and the relationship between transportation planning and land use will be examined throughout this course. Cr 3.

CPD 667 Housing and Real Estate
This course provides an introduction to major economic, social, and historical factors affecting the development of the housing marketplace and the interplay between these factors and land use planning. Cr 3.

CPD 668 Local Environmental Planning
This course provides an in-depth look at several contemporary environmental protection issues and planning responses pursued by local governments and their community-based partners. Selected scientific and technical aspects of environmental protection are introduced for laypersons, with a focus on landscape ecology and water quality issues and their other applications to biodiversity, watersheds, and growth management. Cr 3.

CPD 669 Historic Preservation through Growth Management
This course examines the policy foundations for preservation of historic landmarks, buildings, districts, and other cultural resources, including elements of preservation-planning for rural and urban areas. It also provides students the opportunity to identify and evaluate historic, cultural, and natural resources in the comprehensive planning process. Cr 3.

CPD 670 Growth Management Workshop
Growth Management refers to the legal and political arrangements through which state, local, and regional governments share authority and responsibilities for shaping overall patterns of development. This course provides background on the history, principles, and track record of growth management in the United States. Through a semester-long workshop format, students will have hands-on opportunities to learn how state and local governments in Maine interact under Maine's Growth Management Program. Prerequisite: CPD 660 and CPD 661 or CPD 664. Cr 3.

CPD 672 Food Planning and Policy
This course is designed to build knowledge of the food system, how it functions and t interacts–or could–with planning and public policy. The intent of the course is to familiarize students with basic issues in the production, distribution, marketing, and disposal of food, especially with regard to those elements that can be influenced by civic action and public regulation. The course is a seminar and will develop and challenge students' thinking through readings and structured discussions. Students should have an increased understanding of food systems as a planning and community development topic, the forces shaping food systems, dimensions of conventional and alternative models, and their own relationship and choices with regard to the contemporary American food system. Cr 3.

CPD 674 Social Justice and Planning
Sustainability as a model for development and planning seeks to balance three things: (1) environmental protection and conservation of natural resources, (2) economic growth and development, and (3) social equity. Other CPD courses focus on the first two objectives; this course focuses on the social equity objective. Specifically, the course examines the equity and justice issues embedded in economic development and environmental protection efforts as well as the problems those efforts are attempting to solve. Topics covered include: economic and social justice theories and debates; poverty and inequality; economic development, displacement, and gentrification; jobs and the environment; environmental justice; fairness in adaption to climate change; consumption, population, and the environment; immigration and relocation; and intergenerational equity and sustainability. Cr 3.

CPD 676 Energy Policy and Planning
This class will introduce the field of energy systems policy and planning with a view to providing students the background in energy issues, law, economics, and politics to effectively plan for energy use and production at the regional and local levels. The course will cover the history of energy use in industrial economies, competition between renewable and nonrenewable energy sources and between increased supply and reduced demand as the paths to energy futures. Particular attention will be focused on state and local aspects of energy policy, including energy facility siting and electricity market regulation. The course will also cover the evolution of energy supply and conservation technologies and their potential impacts in transportation and the built environments. (Cr 3)

CPD 677 Climate Adaptation Planning
This course provides planning students background and skills in this new and rapidly evolving sub-discipline. Sample topics include how to conduct a climate vulnerability assessment, how to revise comprehensive plans with changing climate as a major consideration, and how to integrate ethics, economics, natural resources concerns, and community interests into a coherent adaptation response. Numerous international case studies provide context and help students form their own ideas about which categories of adaptive capacity they would like to enhance and in which sector.

CPD 695 Independent Study Prerequisite: instructor permission. Cr 3.

CPD 696 Field Experience
Internship in a planning or development agency. Students without significant professional experience in the planning or development field will complete a field experience. Students should consult their advisor or the program chair early in their career to assess the need for a field experience and identify suitable options for filling this requirement. Students with sufficient professional experience (generally six months or more in a responsible position in a planning or development agency) may have this requirement waived. Prerequisite: instructor permission. Cr 0.

CPD 699 Capstone
Students will complete an individual or appropriate team project resulting in a paper that demonstrates competence to undertake professional planning work and an integrative understanding of the elements of the CPD curriculum. The capstone is completed under the supervision of a faculty advisor. The student must present a prospectus of the project to their advisor, complete a written report, and make an oral presentation of the results of the project. Prerequisite: CPD 603 or instructor permission. Cr 3.

Public Health

MPH 525 American Health System
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.

MPH 535 Introduction to Epidemiological Research
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, screening of health populations, measures of effect, causal inference, sources of bias, and problems of measurement. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues and to develop skills in interpreting quantitative information. Cr 3.

MPH 539 Topics in Public Health I

This course (offered only periodically) will examine various selected topics in public health. Cr 3.

MPH 545 Applied Biostatistical Analysis

This course is intended to give students a working understanding of the major types of biostatistical analysis used in public health, laboratory sciences, and clinical research. Topics include point and interval estimation, application of the binomial and Poisson distributions, hypothesis testing, cross-tabulations and stratified analysis, comparison of rates and means, multiple linear regression, logistic regression, and the Cox proportional hazards model. The course is designed primarily for students with little formal training in biostatistics, but may also prove valuable to other students who desire a course providing an integrated approach to diverse biostatistical techniques within an applied framework. Students learn to interpret results produced from standard statistical software packages. Cr 3.

MPH 555 Environmental Health

This course provides students with an extensive introduction to scientific approaches to the investigation and modification of the effects of environmental factors on human health. Contributions of the fields of toxicology and epidemiology and the implications of research findings for policy and regulation are examined. Topic areas include toxic metals, pesticides and other organic chemicals, ionizing and non-ionizing radiation, vector-borne diseases, pollution of air and water, occupational exposures, injuries, and the health effects of global warming. The roles of local, state, and federal governments in environmental health are critically evaluated, as are initiatives by non- governmental organizations. Cr 3.

MPH 565 Social and Behavioral Health

This course provides an overview of the social and behavioral determinants of health including a review of epidemiological data. The course addresses several prominent theories, models and frameworks used to help design, implement, and evaluate public health interventions. Examples of their application to specific public health efforts will be discussed. This course is designed to prepare students to incorporate theory-driven approaches, concepts, and frameworks into public health practice. Cr 3.

MPH 575 Health Systems Organization and Management

This course provides students with an overview of organizational structures and relationships, management tasks and responsibilities, and related operational skills and knowledge. The course emphasizes evidence-based practices in the management of public health and healthcare organizations, human resources, performance and conflict management, and leadership skills. In addition to a midterm and final, students will work with case studies and current organizational challenges encountered as communities and health systems seek new ways of doing business. Cr 3.

MPH 625 Leadership and Professional Development

Students read and discuss the evolution of prevailing leadership theories, processes and dynamics in public health and health care systems, and evidence-based management and leadership methods. In addition to team development experience, students will begin or expand their exploration of personal values and professional development plans, and practice receptive and expressive communication skills. Cr 3.

MPH 630 Health Planning and Marketing

Students gain familiarity with and practice applying the principles and concepts of systems thinking, planning and marketing, in the context of public health, health care delivery and health-related policy, practice and management. Students will explore the multi-disciplinary theories, metrics of planning and marketing methods, as well as the unique dimensions of health-related matters that influence their use in this field. Cr 3.

MPH 635 Health Law and Ethics

Health Law and Ethics explores legal and ethical issues that permeate the public and private health care systems. Students examine key elements of our legal system that govern and influence healthcare, including the U.S. constitution, federal and state laws, administrative law and judicial decisions. Students will use the case study method to scrutinize ethical and legal issues in health practice, administration and research, and analyze functions and interactions between courts, legislators and regulators. Topics covered include: the regulatory oversight of health care affecting health care delivery, payment, market entry and access; current and historical issues in public health and ethics; and client/patient rights issues, such as consent, confidentiality, and healthcare decision making. This course explores the inherent tension between promoting the public health and protecting the legal and ethical rights and interests of individuals. Student will study a variety of ethical frameworks to reconcile dilemmas in healthcare practice and when the interests of the larger community may be at odds with those of individuals. Cr 3.

MPH 639 Topics in Public Health II

This course (offered only periodically) will examine various selected topics in public health. Cr 3.

MPH 640 Health Finance I

Students learn analytical techniques for examining and understanding the financial characteristics and performance of health care organizations. Students develop an understanding of the revenue cycle, cost and pricing structures, and budgeting in different health care organizations as well as the management of these critical financial activities. Cr 3.

MPH 645 Health Finance II

Students develop an understanding of financial investment analysis, capital budgeting and decision-making, sources of capital for health care organizations, and financial business planning. Students work with case materials on the financial dimensions of special topics such as managed care and prospective reimbursement, mergers, and acquisitions, pay for performance, taxes, and real estate across different health care organizations. Prerequisite: MPH 640 (or HPM 634). Cr 2.

MPH 650 Applied Public Health Research and Evaluation
This course provides students with an understanding of the fundamentals of evaluation and research as applied to public health interventions. The course covers process, outcome, impact, and participatory evaluation, and a number of research/evaluation designs common in public health. Students will gain skills in framing evaluation questions, developing abstracts, conducting focus groups and writing an evaluation plan. Prerequisites: MPH 565(or HPM 682). Cr 3.

MPH 655 Public Health Practice
This course is designed to introduce students to building and sustaining coalitions or partnerships, writing in public health,, using program management tools, reviewing public health evidence, addressing vulnerable populations, assessing performance, influencing health policy, and delivering and monitoring public health intervention. Cr 3.

MPH 660 Health Policy
Students gain an understanding of the political dynamics of health policy making and develop practical skills required for effective work as policy analysts and advocates in various settings. The course uses analytic models, case studies, guest speakers, readings, group discussion, and in-class exercises to promote a practical understanding of how ideas succeed—and fail—to become laws and regulations. Cr 3.

MPH 665 Health Economics
The first part of this course (economics and public policy foundation) introduces the student to the basic concepts and analytical tools of microeconomics and demonstrates how these concepts are used in analyzing public policy problems and designing appropriate responses. The second part of this course, the health economics module, applies these concepts and tools to understand the demand for and supply of health care and the role that government plays in how resources are allocated within our health care and public health systems. Selected topics are presented in more depth including economic impact and cost-benefit analysis of public health interventions and the role that evidence-based medicine and health information technology may play in improving health care markets. Cr 3.

MPH 670 Quality Improvement
This course introduces students to the principles and practice of quality improvement in medical care and public health organizations. The course content focuses on describing, measuring, improving, and evaluating the quality of health care for patients and populations. Students develop competencies in identifying and conceptualizing opportunities for quality improvement; selecting and using quality improvement tools and methods; and presenting their work in professional meetings. The theories and concepts of quality measurement, quality improvement implementation, and evaluation are presented. Students become familiar with a range of commonly used quality improvement tools and methods and gain experience in applying them. Examples and case studies are drawn from medical care providers and public health programs. Prerequisites: MPH 525 (or HPM 570) or instructor permission. Cr 3.

MPH 675 Health Information Management
This course addresses the uses of health information by managers. With an emphasis on strategic management that depends on timely, accurate information, the course inventories the numerous systems (patient record, finance, scheduling, laboratory, pharmacy, etc.) within the health care system that generate such information, with current examples from southern Maine organizations. Uses of such information for managing population health, and for identifying and addressing community needs and public health issues are also addressed. Other course topics include data security, the procurement of information systems, and the use of health information technology for process improvement. Cr 3.

MPH 680 Professional Opportunities and Development
This course is a professional development seminar including informal conversations and networking opportunities. Guests will include alumni and health leaders. The course will meet five times during the semester. Students will prepare personal professional development plans to help guide and shape their career paths. Cr 1.

MPH 681 Seminar in Public Health – Behavioral Health
Persons in need of mental health care often encounter a fragmented array of public and private sector services, supported by restrictive financing. This course applies a public health perspective to the delivery of mental health services to analyze the needs of different groups for care and to help develop policies and strategies to better meet these needs. The course is taught in a seminar format and includes guest discussions from Maine's mental health community. No previous background in mental health is required but students are expected to be active class participants. Course requirements include a short "response" paper on a mental health policy question; responsibility for leading/co-leading the discussion section of one class session; and a longer paper on a topic chosen by the student in consultation with the instructor. Cr 3.

MPH 682 Seminar in Public Health – Long-Term Care
Persons in need of services and supports over the long term, and their loved ones, often encounter a fragmented array of public and private sector services, supported by restrictive financing and confusing policies. This course applies a public health perspective to the differing goals and varying needs of adults with need for assistance from others, and policies and strategies to address these needs. The course is taught in a seminar format and includes guest discussions with Maine's long term care policy leaders. Students are expected to be active class participants. No previous background in long term care is required. Course requirements include a short "response" paper on a long term care policy question; responsibility for leading/co-leading the discussion section of one class session; and a longer paper on a topic chosen by the student in consultation with the instructor. Cr 3.

MPH 685 Using Public Health Data

Students will gain hands-on experience working with data, analyzing data quality, and using data management and statistical analysis tools. The goal of this course is to provide students with the technical skills to conduct and report basic quantitative analyses. Students will explore commonly-used public health data sets. Cr 3.

MPH 690 Public Health Policy for Children and Families

MPH 697Independent Study
An independent study is a self-directed learning experience designed to develop a student's ability to plan, organize, research, and report as well as develop specific skills beyond the classroom activity. Independent studies are intended to provide exposure to concepts or topics which are not covered by any other course in the program. An independent study must be related to students' academic program and is monitored by a program faculty member. Independent studies may take the form of either a reading or a special project. Prerequisite: instructor permission. Cr 3.

MPH 698 Field Experience
The Field Experience offers experience-based learning in a healthcare or public health organization. Students work in community health settings in organizations delivering and planning health or public health services on jointly developed projects or assignments based on the student's interests and the organization's needs. Sites include state or local public health agencies, hospitals, medical practices, clinics, special problem clinics and facilities, and environmental programs and services. Prerequisite: instructor permission. Cr 3.

MPH 699 Capstone
In this integrative, experience-based course, students work with a faculty advisor to develop and complete a project to address a management, policy or practice problem in their area of interest. Students develop and present a formal project proposal and present their final product upon completion. Prerequisite: instructor permission. Cr 3.

Public Policy and Management

PPM 503C Applied Cost-Benefit Analysis
This course provides an opportunity to learn how to conduct cost-benefit analysis. Students will work individually and in teams to analyze the quantitative and qualitative issues involved in measuring and forecasting costs and benefits and in preparing analysis for decision makers. The emphasis will be on learning the practical issues involved in conducting cost-benefit analysis. It is assumed that students will be familiar with the underlying economic theory, either from an economics course or from the text. The course will use Microsoft Excel for the analytical exercises. Students may use another spreadsheet or statistics package, but instruction will focus on Excel. Cr 1.

PPM 503H Graphing Data with Excel
This course provides students with the skills to use graphs effectively, to illustrate data and communicate findings. Students will use Excel charting features to prepare and refine a variety of chart types, evaluate the technical aspects and communication impact of graphs and visual transformation of data. Cr 1.

PPM 511 Economic Business Data and Measurement
This course introduces students to economic and business data commonly used in public policy and to methodologies used in constructing data. Some knowledge of economics is preferred, but not required, through PPM 611 or any previous introductory economics course. In most classes an issue is featured with an underlying data set to frame the importance of understanding data and to make the course relevant to contemporary policy issues. Cr 3.

PPM 517 Practical Strategies for Effective Management
This course provides practical and hands-on tools and practices for effective management of complex organizations. Strategies include best practices in hiring and staff evaluation, succession management, time and communication management, goal setting, and other managerial and organizational approaches for day-to-day operations. Case studies and problem-solving strategies are integral to the course. This course is taught online. Cr 3

PPM 519 Communication for Public and Nonprofit Managers
Grounded in classic and contemporary communication theory, the class is designed to prepare managers to communicate effectively with multiple constituencies. Through written assignments, lectures, case studies, and guest speakers students learn the best ways to employ social media and the web; develop outreach strategies; testify before legislative bodies; collaborate with the private sector; inform the general public of decisions and regulatory actions; convey scientific, legal, and technical information effectively; prepare briefing memos; and take advantage of the expertise of advisory groups and boards of directors. The class has a significant writing component, as well as a final oral project. Cr 3.

PPM 521 Social Justice Theory and Policy Analysis
All public policy solutions to problems are confronted with having to make trade-offs between economic efficiency and other societal goals including equity, equality, personal freedom, community cohesion and security. While these trade-offs are addressed in other PPM, CPD and HPM courses, this course will focus on those trade-offs. The course will introduce students to the competing theories of social justice. Topic areas for application include: poverty and inequality; education and equal opportunity; affirmative action; civil rights and same-sex marriage; disability,

illness, and health care; organ donation; reproductive rights, adoption and surrogacy; population, consumption, and sustainability; socially responsible business; criminal justice, rehabilitation, and punishment. Cr 3.

PPM 524 Gender, Race and Public Policy
Ideas about gender and race implicitly and explicitly influence policy development and implementation. Moreover, because of differential levels of social, economic and political power policy decisions can impact women and men, whites and people of color, differently. Although gender and race will be the primary categories of analysis, we will examine the ways culture and class interact with gender and race to influence policy decisions and impacts. Policy areas covered will include affirmative action, education, work and family, poverty and welfare reform, reproduction and family planning, civil and human rights. While the focus is primarily on the U.S., international perspectives and examples will be used as well. Cr 3.

PPM 528 Comparative Public Policy and Administration
This course examines how and why policies on issues like social welfare, health, education, and immigration differ markedly from nation to nation. Can we find the answers in contrasting cultures, societal organizations, policy processes, or some mix of all of these explanations? Analytical tools and information will be introduced to help develop skills of critical analysis for a better understanding of public policy and organizational management in a comparative context, providing an opportunity to explore how and why public policies among various nations differ, how they are shaped by different administrative structures, and providing useful information to those whose career paths include a global perspective. Cr 3.

PPM 531 Measuring Performance in the Public and Nonprofit Sectors
This course is an introduction to performance measurement and other related activities such as strategic planning and benchmarking. Students who complete the course will be prepared to develop basic performance indicators for public and nonprofit agencies in a variety of policy and management arenas. Specific attention is given to reviewing a variety of performance indicator systems currently in use or under development in Maine and elsewhere. Readings, interactive lectures, guided Internet research, class work, and graded assignments will be designed to help students understand how to do performance measurement and will provide students with practice conceptualizing and developing measures. An emphasis will be placed on “hands-on” learning so that students gain confidence in using measurement techniques and learn how to apply practical measurement strategies in real world settings. Cr 3.

PPM 533 State Administration and Policy
Study of the management of state government and policy creation at the state level. Understanding of managerial problems confronting managers in state government. Emphasis on state governments as innovators and their role in comparison to federal and local government. The course is divided into two parts, understanding the management aspects and comparison of the practices that lead to different state policies. A comparative paper will be a major component of the course. Students will keep in touch with current activities of states through magazine and local papers regarding Maine state government. Most topics will be developed through article readings. Cr 3

PPM 534 Managing Cities, Towns and Counties
This course explores essential themes providing students with a theoretical understanding of the fundamental issues involved in managing our complex and diverse urban environments. Special emphasis will be placed on examining emerging management issues that have sparked a new demand for excellence and innovation in city governments. While the city of Portland will serve as a useful reference point, the course will also explore the difficult management issues involved in our larger central cities. Cr 3.

PPM 535 Managing in the Nonprofit Sector
An examination of the managerial dimensions of nonprofit organizations. Major foci include the nonprofit environment, organizational roles and processes, interagency relationships, and problems of change and adaptability. Specific attention is given to current issues in nonprofit management such as strategic planning, board/staff relationships, computerization of the workplace, fund raising, and volunteer development. Cr 3.

PPM 545 Grant Writing and Development in the Nonprofit Organization
Concentrates on the process of securing the resources to support effective nonprofit projects. The goal of the course is to prepare students to identify sources of funding, write proposals that will attract grant awards, and develop an understanding of what it takes to build an organization that foundations, public entities, and individual donors are confident in supporting. The course will begin with an examination of current trends in this post-industrial economy in which money is available to the voluntary and private sector. It will also focus on the importance of understanding the “ways of money” and knowing how to develop and administer a budget that will inspire trust in the organization’s reputation for effectively managing its programs and its fiscal resources. Cr 3.

PPM 550 State and Regional Economic Development
This course surveys basic regional economic concepts, economic impact analysis, and economic modeling. Students work extensively with economic data for Maine and other states. Cr 3.

PPM 553 Volunteer Engagement and Management
Volunteer engagement and management focuses on the dynamics of volunteerism in nonprofit organizations and in the life of communities. This course exposes students to strategic and comprehensive skills for managing volunteers, and examines definitions, values, and standards as well as what constitutes effective practice in the field of volunteer resources management today. While the course is especially designed for current or

future executives and managers of nonprofit organizations and volunteers, it will also benefit others who plan to work with volunteers and those who want to develop their own vision or work on policy in the field of volunteerism. Cr 3.

PPM 601 Applied Statistics for Public Policy and Management
Introduces students to a variety of analytical approaches to studying management, planning, and policy questions. The course concentrates on the acquisition of skills that will enable students to choose and apply statistical methodology appropriately, and to evaluate critically work done by others. Topics include data description and summarization, introduction to inferential statistics, hypothesis testing, measures of association, correlation analysis, and introduction to linear regression analysis. Cr 3.

PPM 602 Research Design
Focuses on social research as it applies to policy and organizational analysis. Emphasis is on the employment of the scientific method. Basic dimensions of social science inquiry are covered: philosophy of science, research ethics, processes of theory construction, hypothesis testing, validity and reliability issues of measurement, and methods of data collection. Includes survey of applied social research techniques. Course materials are specifically designed to illustrate the particular research problem faced by policy analysts and public/nonprofit managers. Prerequisite: PPM 601. Cr 3.

PPM 603A Applied Survey Methods
Introduces students to the practice of survey research. Students will work individually and in teams to design survey samples, develop survey instruments, and analyze survey data. The emphasis will be on learning the theoretical and practical applications of survey research in management, planning, and policy settings. Cr 1.

PPM 603B Applied Research Methods: Introduction of Forecasting Using Regression Analysis
Introduces students to forecasting using regression analysis. Students will work individually and in teams to conduct a series of forecasting projects using autoregressive, multiple regression, and mixed models. The emphasis will be on learning the theoretical and practical applications of regression analysis and introducing the problems of forecasting. The course will use Microsoft Excel for the analytical exercises. Students may use another spreadsheet or statistics package, but instruction will focus on Excel. Cr 1.

PPM 603D Special Topics: Methods of Analysis
Selected topics in methods of analysis determined from time to time. Cr 1.

PPM 603F Introduction to Correlation and Regression Methods
Provides an introduction to explanatory data modeling using correlation analysis and linear regression. The course may be taken to obtain an initial introduction to these topics or as a refresher for students with some previous exposure to correlation and regression analysis. The course emphasizes application to real world policy, planning, and management issues. Prerequisite: PPM 601 or instructor permission. Cr 1.

PPM 603G Hands-on Multiple Regression
A computer lab-based course that extends and refines students understanding of basic regression analysis. Using data supplied by the instructor, students build models to practice regression methods, to see how violations of regression assumptions affect model parameters, and to learn to diagnose problems, evaluate impact, and take remedial action where indicated. Prerequisite: PPM 603F (or PPM 503C, or PPM 503H, or PPM 603A, or PPM 603B, or PPM 603D). Cr 1.

PPM 603I Computer Applications and Data Analysis
Introduces students to a selected quantitative or qualitative software package for analyzing research. Emphasizes acquiring competency using the software with real world research problems and data. Cr 1.

PPM 603J Interviewing Methods: Individual and Focus Group Settings
This course introduces students to the appropriate use of this data gathering procedure as part of a mixed-methods or qualitative-only research design. Students will be trained in the basics of one-to-one interviewing and how to facilitate a focus group interview. Prerequisite: PPM 602 or instructor permission. Cr 1.

PPM 603K Qualitative Data Analysis
This course introduces students to the processes of coding and developing themes from non-numeric data with the use of a software program. Much of the work of the course is hands-on data analysis and the development of written propositions towards theory building or other type of analytic findings. Prerequisite: PPM 602 or instructor permission. Cr 1.

PPM 603L Non-Parametric Statistics
This module is an introduction to the application of non-parametric tests in applied research, program evaluation. The course objectives are to identify when non-parametric statistics should be applied and to introduce students to a select number of tests. Prerequisite: PPM 602 or instructor permission. Cr 1.

PPM 604 Evaluation Methods
Introduces students to the methods and techniques used to assess effectiveness and monitor the performance of programs, whether provided directly by government agency or under contract. Specific attention is given to problem formulation, determination of evaluation or assessment

plan, conducting the research, and presenting results for the intended audiences. Information gathering through surveys and interviews as well as statistical analysis of data are emphasized. Evaluating research done by others and the RFP process of obtaining evaluators is covered. Prerequisite: PPM 601 and PPM 602. Cr 3.

PPM 605 Advanced Research Methods
Provides an in-depth examination of multivariate statistical techniques used in public policy research. Topics include regression, principal components analysis, factor analysis, canonical correlation, discriminate analysis, and time series analysis. Prerequisite: PPM 601, PPM 602, and PPM 603 (or instructor permission). Cr 3.

PPM 606 Survey Methods and Design
Teaches students to design, administer and analyze questionnaires. Practical applications in policy analysis, planning and management are emphasized. SPSS is used for survey analysis. Some previous exposure to SPSS and familiarity with spreadsheets is helpful. Cr 3.

PPM 610 Foundations of Public Policy and Management
Examines the relationship between the political process, policy-making, and public management. Topics include policy formulation, adoption, implementation, and evaluation. Specific attention is given to the ways that key political variables (public opinion, elections, parties, interest groups, and leadership styles) influence public policy; the role of policy analysis in government; contemporary issues of public policy; and how public bureaucracies implement policy through planning, organizing, and other administrative processes. Cr 3.

PPM 611 Economics and Public Policy
This course introduces students to the basic concepts and analytical tools of microeconomics and demonstrates how these concepts are used in analyzing public policy problems and designing appropriate responses. Following an exposition of the basic theoretical and analytical concepts in a public policy context, the course examines the role and limitations of economics in public policy making using a case study. The course assumes little or no familiarity with economics; students who have taken undergraduate courses in microeconomics will generally find the public policy focus of the course useful. Cr 3.

PPM 614: Policy and Organizational Ethics
We live and work in an era where there is general public outrage and confusion over the role of government in America. Government employees try to do important work while facing challenges from budget cuts, downsizing, furloughs, and a lack of public respect for their mission. At the same time, government agencies increasingly "outsource" functions to private not- for- profit or for- profit entities that face sometimes conflicting obligations as to their "real" clients, the government agency that contracted with them or the citizens they serve. This course develops analytical tools and practices to cultivate a better understanding of ethics and public service. Topics include: the role of the "public servant," both past and present; case studies about conflicts between government agencies, elected officials, and the public; and ways of managing internal conflicts in policy and management within organizations. 3 Credits.

PPM 615 Foundations for Public Service and Management
This foundational course considers contemporary perspectives, issues and strategies regarding the management of public sector organizations, the importance of public service and provides a basic understanding of public management theory and the application of theory to governmental and other public and nonprofit sector institutions. Topics covered include a wide range of public management concerns including community governance and public participation, managing collective action, partnership and collaboration, strategy and innovation, nonprofit service delivery, leadership and trust. The course prepares students to become public and nonprofit managers and leaders of public and not-for-profit institutions who can enhance the capability of these institutions. The course presents a realistic view of effective management and leadership in government and nonprofit organizations and the ways in which these organizations work and interact and focuses on the creation of social and public value, keeping in mind that economic and private value creation is often a part of public and non-profit management. Cr 3.

PPM 617 Practical Strategies for Effective Management
This course provides practical and hands- on tools and practices for effective management of complex organizations. Strategies include best practices in hiring and staff evaluation, succession management, time and communication management, goal setting, and other managerial and organizational approaches for day- to-day operations. Case studies and problem solving strategies are integral to the course. This course is taught on line. Cr 3.

PPM 620 Introduction to Policy Analysis
The first part of the course covers the theoretical and conceptual frameworks that guide policy analysis, including neoclassical microeconomics and its extensions and political economic theories of distributive justice, public choice, and government failure. The second part of the course covers the steps of policy analysis process (problem identification and definition, specification of policy solutions, and the evaluation and comparison of the solutions) and the various data collection and analytic techniques used at each step. Real-life examples and case studies are used throughout to provide concrete illustrations of the components of policy analysis. The course will enable students to critically evaluate policies, policy analyses, and the policy analysis process itself. Prerequisite: PPM 601 (or MPH 545, or AMS 545) and PPM 611 (or MPH 665) or instructor permission. Cr 3.

PPM 622 Applied Policy Analysis
Using case studies of policy issues at the national, state, and local levels, this course introduces students to various techniques of policy analysis. Topics and case studies will change, but will include policy issues involving tops such as infrastructure, education, social services, national

security, economic development, natural resource management, and the environment. Methods covered may include forecasting, multi-criteria analysis, decision analysis, economic impact analysis, and historical interpretation. Prerequisite: PPM 620 or instructor permission. Cr 3.

PPM 623 Risk and Public Policy
Introduces students to varied models for the conceptualization and management of risk. Emphasis is given to analytic frameworks and findings on how individuals and communities respond to risk information bearing on health. Ethical issues and responsibilities in risk management will also be considered. Draws on multiple perspectives, including medical, social, environmental, and political sciences. Cr 3.

PPM 630 Organizational Dynamics
Examines the basic processes that determine how organizations set goals, structure themselves, measure performance, adapt to their environment, manage change and internal conflict, and make decisions. Emphasis is given to techniques of analysis that can be used to understand and manage these various organizational functions. Prerequisite: PPM 610. Cr 3.

PPM 631 Performance Measurement in Public Organizations
This course is an introduction to performance measurement and its application in government and nonprofit settings. Students who complete the course will be prepared to develop basic performance indicators for public and nonprofit agencies in a variety of policy and management arenas. Specific attention is given to reviewing a variety of performance indicator systems currently in use or under development in Maine and elsewhere. Cr 3.

PPM 632 Human Resource Management in Public, Nonprofit, and Health Organizations
This course examines human resource management in the public, nonprofit, and health sectors and introduces basic conceptual frameworks, techniques of analysis as well as the management of human resources in organizations. This course evaluates and synthesizes from a management perspective the theory and practice of strategically developing, utilizing and aligning human resources to improve the organizational culture, quality and outcomes of nonprofit, public and health organizations. Topics include the historical development of employment systems and the notion of work, the functions associated with personnel management (e.g., workforce planning and budgeting, recruitment, retention, selection, performance appraisal, compensation, training, and development) and considers contemporary human resource management issues such as strategic human resource management, downsizing and workforce reductions, benchmarking and knowledge management, as well as work-life balance issues, workforce demographics, and the impact of technology. Cr 3.

PPM 633 Strategic Planning in the Public and Nonprofit Sectors
Examines how public organizations can utilize strategic planning in responding to environmental change and the future. Approaches to and techniques of strategic planning are covered, including goal-setting, environmental scanning, resource audits, and the formulation of strategy and its implementation. Examples are drawn from Maine state and local government and the nonprofit sector. Cr 3.

PPM 636 Management Information Systems in the Public and Nonprofit Sectors
Designed to give those who work in the public and nonprofit sectors the knowledge and skills they need to understand the underlying principles and theories of management information systems and the roles which they play in public and nonprofit organizations. Students will participate in the design, implementation, and evaluation of information systems in their organizations, and become conversant with key issues and problems in contemporary public policy and law relative to information policy and telecommunications. Cr 3.

PPM 637 Intergovernmental Relations
This course analyzes the revolutionary changes taking place in traditional relationships among the federal, state, and local levels of government. Topics include: how traditional intergovernmental approaches are changing and what those changes mean for the future of government; what innovative policies and methods federal, state, and local governments are using to make policy and deliver services in an era of declining resources; and how governments are using mandates to enforce policy decisions at other levels of government. Special attention will be given to Maine state and local governments as well as national trends and perspectives. Cr 3.

PPM 638 Philanthropy and Entrepreneurship
This course examines the intricate and sometimes secretive composition and dynamics of the foundation universe found in the U.S. today generally and in Maine specifically. Central questions to this course of study are: what are foundations' guiding principles and why do they act as they do? This seminar-based course will be offered to students with two goals in mind: total immersion in the elements of the foundation world and practical and theoretical exposure to foundation grant/project approval procedures. Cr 3.

PPM 639 Topics in Public Policy and Management
This course (offered only periodically) will examine various selected topics in public management. Cr 3.

PPM 640 Public Finance and Budgeting
Equips students with the knowledge, vocabulary, skills, and practical tools needed to participate skillfully and ethically in public finance decision-making and to assume a leadership role in guiding dialogue about resource acquisition and allocation choices. Teaches participants to assess context, to identify and analyze budgetary opportunities and constraints facing state and local decision-makers, to generate and evaluate alternatives using frameworks from public finance, and to project impact of choices, including identifying the potential for unintended consequences. State and local governments are the focus of the course, with the federal budget considered only from the perspective of its impacts on the economies and fiscal options of lower governmental levels. Cr 3.

PPM 641 Public & Nonprofit Financial Management
Examines the management of finances in nonprofit organizations from the perspective of managers. Topics include an introduction to accounting for non-accountants, financial statement analysis, working with a board, internal resource analysis, cash budgeting, fiscal administration, risk management, and measuring financial health. Cr 3.

PPM 642 Policy Issues in State and Local Finance
This course complements the coverage of PPM 640, Public Finance and Budgeting, by examining significant state-local finance policy issues. Core coverage includes fiscal challenges facing the metropolis and rural communities, education finance goals and policies, and topics in property taxation such as tax incentives for business, tax exemptions for charities and other organizations, and policy offsets to improve equity and reduce burden. Additional topics are selected from current research directions and policy debates, for example, the adequacy of pension financing, the impacts of recession on municipal fiscal stress, and causes of the volatility of individual income and sales tax collections. 3 credits.

PPM 666 Environmental Policy
A seminar on environmental issues in Maine, New England, and the nation. Topics may include air quality, water quality, toxic and hazardous waste management, solid waste management, wildlife habitat, landscape degradation. Federal, state, and local roles in reconciling natural resource threats, economic growth, property rights, and the public interest will be explored. Cr 3.

PPM 695 Independent Study
An independent study is a self-directed learning experience designed to develop a student's ability to plan, organize, research, and report as well as develop specific skills beyond the classroom activity. Independent studies are intended to provide exposure to concepts or topics which are not covered by any other course in the program. An independent study must be related to students' academic program and is monitored by a program faculty member. Independent studies may take the form of either a reading or a special project. Prerequisite: Instructor and Program Chair permission. Cr 3.

PPM 696 Field Experience
Determination of whether a field experience will be required will be made upon admission to the program. The field experience will be designated to expose students to the formulation and implementation of public policy in a work setting. It will usually be with a public or nonprofit agency, although internships with private agencies involved in a public policy issue may be accepted. Prerequisite: Instructor permission. Cr 0.

PPM 698 Capstone Seminar
The capstone seminar is designed to provide students with a classroom setting in which they can work on a capstone project individually, or on a group capstone project; both under faculty supervision. The projects, whether individual or group-based, may take many forms, including a piece of policy research, the development of a strategic plan for a public or nonprofit agency, an organizational or human resource analysis, a financial study, or others. The seminar meets on a regular basis throughout the semester. Prerequisite: Instructor permission. Cr 3.

PPM 699 Capstone Project
The capstone project is undertaken by students working independently or in a team, under faculty supervision. The projects, whether individual or group-based, may take many forms, including a piece of policy research, the development of a strategic plan for a public or nonprofit agency, an organizational or human resource analysis, a financial study, or others. Students enrolling in the capstone project will arrange meetings with their capstone advisor directly. Prerequisite: Instructor permission. Cr 3.

Social Work Overview

Director: Susan Fineran, Masterton Hall, Portland

B.S.W. Coordinator: David Wagner

M.S.W. Coordinator: Jeanette Andonian

Professors: Faherty, Fineran, Wagner; Associate Professors: Andonian, Johnson, Kohli, Lazar, Rich; Lecturers: Belicose, Muri; Field Work Co-Coordinators: Fitch, Richfield

Student Affairs Coordinator: Kate Corbett; Administrative Assistant: Kitte Brennan

The University of Southern Maine's School of Social Work is committed to educating culturally competent generalist social-work practitioners prepared for multi-level, strengths-based practice that values the well-being of diverse individuals, families, groups, organizations, and communities.

The School, which is part of the College of Management and Human Service, serves southern Maine by responding to the social work education, leadership, service, and evaluation and research needs of the region. The commitment to social and economic justice, and diversity and multiculturalism are integrated. The School strives for excellence in teaching and learning.

Graduates are prepared for entry-level professional practice in protective services, corrections, residential services to various populations, hospitals, nursing homes and assisted living facilities, neighborhood and community centers, child welfare, and drug and alcohol programs, etc. The social work curriculum of the School is accredited by the Council on Social Work Education at the baccalaureate and master's levels. Students who receive a degree from an accredited undergraduate program in social work may apply to selected graduate schools of social work for Advanced Standing. It is important to consult individual institutions for their acceptance criteria and procedures, which may vary. In most schools, a bachelor's degree in social work from a CSWE-accredited institution allows the student to waive the first year of the Master of Social Work (MSW).

Because social work is a values-based profession whose principal commitment is to vulnerable clients, a student's suitability for the profession will be assessed during the process of his or her education. The students of the School have organized a Social Work Student Organization. The organization seeks to facilitate communication between students and faculty, ensure student involvement in departmental activities, provide for professional growth, and respond to issues and problems in the community. Student representatives may attend faculty meetings and may serve as advisory members on the department's curriculum committees. Within the School, a chapter of the Phi Alpha Honor Society exists.

MSW in Social Work

Description

Director: Susan Fineran; M.S.W. Coordinator: Jeanette Andonian; B.S.W. Coordinator: David Wagner

Field Work Co-Coordinators: Leslie Richfield and Stacia Fitch

Professors: Faherty, Fineran, Wagner; Associate Professors: Andonian, Johnson, Kohli, Lazar, Rich

Lecturers: Belicose, Muri; Student Affairs Coordinator: Kate Corbett; Administrative Assistant: Kitte Brennan

The University of Southern Maine's School of Social Work is committed to educating culturally competent social work practitioners prepared for multi-level, strengths-based practice that values social justice and the centrality of community and environment in enhancing the well-being of diverse individuals, families, groups, organizations, and communities. The Master of Social Work (MSW) program will educate and produce advanced social work practitioners.

Program Requirements

The MSW program is accredited by the Council on Social Work Education (CSWE). The School of Social Work graduate program description and requirements contained in this online catalog are supplemented by the MSW Handbook that can also be accessed online at http://usm.maine.edu/swo/handbooks. It is important to recognize that students will be held to the policies and standards in this catalog, the MSW Handbook, and the Field Work Manual.

The first-year curriculum provides a broad-based introduction to the social work profession. Students take 31 credits of study. During the first semester, students complete the course, SWO 501 Multicultural Social Work, which provides a framework for integrating and centering the issue of diversity within the profession of social work. Courses taken during the foundation year are:

SWO 501 Multicultural Social Work
SWO 502 Critical Thinking about Human Behavior I
SWO 503 Generalist Social Work Practice I
SWO 504 Social Welfare Policy I
SWO 505 Social Work Research I
SWO 552 Critical Thinking about Human Behavior II
SWO 553 Generalist Social Work Practice II
SWO 554 Field Work and Field Seminar I
SWO 555 Field Work and Field Seminar II
One Elective Course

During the second-year (i.e. concentration year), students deepen their competency for multi-level professional practice within the advanced social work practice curriculum. Increased emphasis is placed on the development of creativity, critical thinking, valuing diversity, social and economic justice, and leadership. Students are prepared to work with individuals and families as well as organizations and communities. During the concentration year, students complete 30 additional credits including two additional semesters of field work and two electives. In consultation with their advisor, students can select graduate electives in the School of Social Work and/or other University programs. No more than six graduate credits can be taken outside the School, and elective courses should support the advanced social work practice concentration and the individual student's career goals.

Concentration year courses are:

SWO 603 Social Work Practice III: Group Practice
SWO 604 Social Welfare Policy II
SWO 605 Social Work Research II: Social Data Analysis
SWO 651 Social Work Practice IV: Individuals and Families
SWO 652 Social Work Research III: The Research Project
or SWO 695 Thesis Option
SWO 654 Field Work and Field Seminar III
SWO 655 Field Work and Field Seminar IV
Two Elective

Time Requirements

The graduation requirement for the MSW. degree is 61 credits, which can be taken in a two-year sequence or a four-year sequence. Students will be admitted as a cohort group either to the two-year or four-year sequence. In rare extenuating circumstances, an extension of the time requirement for completing the MSW. program may be granted (see the Student Handbook). The foundation year(s) field placement includes 500 hours and the concentration year(s) placement 600 hours.

The advanced standing program is 30 credits which is the concentration year of the MSW program. Advanced standing students will be admitted either to the one-year or the two-year sequence. The field placement requirement for the advanced standing program is 600 hours.

Once enrolled in the program, a change in sequence requires approval of the MSW coordinator. It should be noted that the two-year sequence and the one-year sequence in the advanced standing program are highly demanding, and work other than part-time is discouraged.

Field Work

Field education is the heart of the MSW program. Professional social work education provides the necessary opportunity for students to apply and integrate classroom learning with social work practice in the community. A range of challenging field work placements exists in innovative and well-established social service agencies throughout Maine. Any decision about the suitability of a proposed placement rests with the School of Social Work.

The field work component of the MSW. policies and procedures are detailed in the Field Work Manual that is available through the School of Social Work Web site or may be purchased at the campus bookstore. All MSW students are responsible for following the policies outlined in the manual.

Graduate Assistantships and Scholarships

A limited number of graduate assistantships are available to MSW. students. Graduate assistants must carry a minimum of 6 credits of course work per semester. Duties may involve research and other projects for assisting faculty. Information on various types of scholarships and financial aid is available online at the School of Social Work Web site at http://usm.maine.edu/swo.

Program Policies

The following academic policies supplement and clarify academic policies detailed in the beginning of this catalog.

Advisement

Each student will be assigned a faculty advisor upon admission to the program. Students should maintain regular contact with their faculty advisors throughout their course of study. Additionally, students are required to meet with their advisors each semester before registering courses for a new semester. The advisement session includes discussion of career goals, progress in the program, elective course selection, and change of student status.

Grade Policy: Course Grades and GPA

All students must achieve a minimum of a B- grade for all prerequisites and all graduate courses. If students earn a grade lower than a B-, they may retake the course one more time to earn a passing grade. Students who earn a grade lower than a B- in more than one course will undergo an Academic Review to determine either a remedial course of action or their status in the program. Students are required to earn a grade of B- or above in social work practice classes and a minimum of a LP (low pass) in field (Pass is preferable). If satisfactory completion of social work practice and field work courses is not achieved, an Academic Review will be initiated according to the M.S.W. Student Handbook. Advanced standing students who receive a B- or lower grade in a social work practice course will be withdrawn from field placement and advanced standing status. The student may be permitted to continue in the program as a regular two-year student. A grade of F in a field work course will result in withdrawal from the University (see USM Withdrawal Policy).

If the cumulative GPA falls below a 3.0 in any semester, the student will be placed on probation. The student on probation will have the following semester to raise the GPA. A student on academic probation may not begin a field placement. If, after one semester the student's GPA has not improved to a 3.0, the student will be withdrawn from the program. A minimum GPA of 3.0 is required for graduation. Students may count only 3 credits of C in an elective course toward graduation. A cumulative GPA below 2.0 will result in withdrawal from the University (see USM withdrawal policy). Additionally, any advanced standing student whose GPA drops below 3.0 will not be able to register for field work until they raise their GPA to 3.0 or above. Students who receive a grade lower than B- or whose GPA drops below a 3.0 must contact their advisor or the School's director (if advisor is unavailable) within one week of receiving their grades.

Grade Policy: Incompletes

An incomplete grade must be changed to a full grade prior to progression to the next sequential course, unless an arrangement involving the student and the faculty has been agreed upon in writing. Students who do not complete the required work by the designated time will be ineligible for field practicum placement in September.

Academic Grade Appeal Policy

Refer to USM Grade Appeal Policy.

Leave of Absence and Deferment

Graduate students in the School of Social Work must be continuously enrolled in the MSW program, with at least 6 credits every semester. Students who have completed all coursework and have opted to complete a thesis are required to register for GRS 601, a non-credit course that carries a fee and entitles the student to continued access to USM computers, library, and recreational facilities. In extenuating circumstances, a student may petition for a waiver of the continuous enrollment policy; the petition must obtain the approval of the student's advisor and M.S.W. coordinator. A waiver notification will then be sent to the Office of Graduate Admissions. Students who have been accepted into the program may apply to the MSW coordinator to defer the admission for one year only. A deferment notification will be sent to the Office of Graduate Admissions. In order to maintain student status, all students must be enrolled in at least 6 credits toward the degree program, be enrolled in GRS 601, or on a formal approved leave of absence in each semester.

Non-Matriculated Status

Students may take up to 9 credits at USM on a non-matriculated basis. It is preferable that non-matriculated students take SWO 501 as their first course. They may also take SWO 504. Some elective courses may be open to non-matriculated students if there are no pre-requisites and the instructor has given permission.

It is especially important to note that non-matriculated students who are accepted into the MSW. program at a later date can apply to their degree up to 9 credits from USM. The School of Social Work reserves the right to assess for approval all courses taken outside of the School to apply to

the MSW degree. Successful completion of courses as a non-matriculated student does not guarantee admission to the MSW program.

Program Scheduling

While the School of Social Work will make every effort to maintain consistency in its course offerings, it is important to note that the scheduling of courses is subject to change at any time without advance notice.

Recommended Course Sequence

- Two Year Sequence
- Four Year Sequence

Two Year Regular Sequence

Year 1

1st semester

- SWO 501 Multicultural Social Work
- SWO 502 Critical Thinking about Human Behavior I
- SWO 503 Generalist Social Work Practice I
- SWO 504 Social Welfare Policy I
- SWO 554 Field Work & Field Seminar I

2nd semester

- SWO 552 Critical Thinking about Human Behavior II
- SWO 553 Generalist Social Work Practice II
- SWO 505 Social Work Research I
- SWO 555 Field Work & Field Seminar II
- One Elective (2)

Year 2

1st semester

- SWO 651 Social Work Advanced Practice IV: Individuals and Families
- SWO 605 Social Work Research II: Social Data Analysis
- SWO 654 Field Work & Field Seminar III
- One Elective (2)

2nd semester

- SWO 603 Social Work Advanced Practice III: Groups
- SWO 652 Social Work Research III: The Research Project (or SWO 695 Thesis Option)
- SWO 604 Social Welfare Policy II
- SWO 655 Field Work & Field Seminar IV
- One Elective (2)

Four Year Regular Sequence

(back to top)

Year 1

1st semester

SWO 501 Multicultural Social Work

SWO 502 Critical Thinking about Human Behavior I

2nd semester

SWO 552 Critical Thinking about Human Behavior II

SWO 505 Social Work Research I

Year 2

1st semester

SWO 503 Generalist Social Work Practice I

SWO 504 Social Welfare Policy I

SWO 554 Field Work & Field Seminar I

2nd semester

SWO 553 Generalist Social Work Practice II

SWO 555 Field Work & Field Seminar II

One Elective (2)

Year 3

1st semester

SWO 605 Social Work Research II: Social Data Analysis

One Elective (2)

2nd semester

SWO 652 Social work Research III: The Research Project (or SWO 695 Thesis Option)

SWO 604 Social Welfare Policy II

Year 4

1st semester

SWO 651 Social Work Advanced Practice IV: Individuals and Families (3)

SWO 654 Field Work & Field Seminar lll

One Elective (2)

2nd semester

SWO 603 Social Work Advanced Practice III: Groups

SWO 655 Field Work & Field Seminar IV

Admission Information

All application materials must be sent directly to the Office of Graduate Admissions by October 15 for admission to the program in September. Notification of admission will not be made until after the deadline for applications. Applications received after the deadline will be reviewed on a space available basis until December 15. Acceptance in the graduate program is competitive.

The graduate program in social work seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references point to the potential and capacity for success in the MSW program and professional development in social work. The MSW program does not require any exams (GRE, MAT) as part of the application. Candidates must have an earned bachelor's degree from an accredited college or university to be admitted to the MSW. program. Applicants can apply to the program while finishing the bachelor's degree, but, if accepted, enrollment will be conditional upon its successful completion. In addition to the materials described in the Admissions section of this catalog, the MSW Admissions Committee's review of applications will be based on a composite of the following standards:

- Completion of a bachelor's degree from a regionally accredited college or university, with a GPA of 3.0 or above in undergraduate study and a student's major;
- GPA of 3.0 or above in any previous graduate work in social work;
- Personal statement of 4-6 pages following the outline provided by the School of Social Work and available through the Graduate Admissions Office Web site at http://usm.maine.edu/grad;
- Three recent letters of reference reflecting on both academic achievement and paid or volunteer work experience relating to social services;
- For advanced standing students, applicants must submit their previous final field evaluation received from a BSW program accredited by the Council on Social Work Education. For students currently enrolled in accredited BSW programs, mid-year evaluations must be submitted with the applications. Acceptance into the MSW program will be conditional upon the receipt of the final field work evaluation.

In addition, the MSW Admissions Committee will review each applicant's undergraduate coursework to determine whether any one or more of the areas specified below are under-represented:

- At least 18 credit hours in liberal arts such as literature, math, history, philosophy, performing arts, and humanities,
- At least 6 of the 18 credits must be in the social sciences, preferably, psychology and sociology, and
- A statistics course

Applicants who lack the above liberal arts courses can be accepted into the program conditionally. The expectations for meeting the conditions will be explained in the acceptance letter.

Advanced Standing

Applicants with a BSW degree from a social work program accredited by the Council on Social Work Education may apply for advanced standing within 7 years of completing a BSW degree. For example, a student graduating with a BSW in May 2010 must be accepted into and begin the MSW advanced standing program at USM no later than September 2017. Once in the program, advanced standing students are expected to follow the grade policy as delineated in the Grade Policy: Course Grades and GPA section below.

Admission Appeals

Applicants may appeal an admission decision by submitting a written appeal to the M.S.W. coordinator within 10 business days.

Transfer Students

Matriculated students who have earned graduate credits in a Council on Social Work Education accredited MSW program may transfer up to 30 credits. To transfer credits, students must enroll in the graduate program at USM within 7 years of initially earning credits from another MSW program. In order to transfer credits, the student must have received a grade of B or above.

Admissions Committee Decision and Applicant Response Timeline

Once applicants are notified of acceptance, they will have two weeks from the date on the acceptance letter to respond to the Graduate Admissions Office about attending. To secure a seat in the program, a $200 deposit must be submitted with the notification form and sent to the Graduate Admissions Office. It is the responsibility of the applicant to respond within this time period and submit a deposit in order to reserve a seat in the program.

Course Descriptions

- Undergraduate
- Graduate

Undergraduate

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 that social workers perform in a variety of settings. It 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. This course satisfies the Socio-cultural Analysis Core requirement. 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 322 Community Services In Belize
This service-learning course provides students with an opportunity to understand and appreciate the diverse Belizean culture while collaborating with local agencies to address identified social needs. Service sites include an orphanage, a home for elderly, and work with a women's group. Winter session only–2 Saturday classes prior to departure. Prerequisite: SWO 201 or permission of instructors. This course satisfies the International Core requirement. 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 searcher." Prerequisites: SWO 201, SWO 250-; any introductory statistics course (MAT 120, PSY 105, , or LCC 150). 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 344 Costa Rica Immersion: Social Work Perspectives on Culture, Language, and Service-Learning
This 2-week course takes place in Costa Rica and will introduce students to the colonial heritage, indigenous cultures, and the contemporary sociopolitical, ecological, and economic issues facing this Central American country. Students will receive 4 hours per day of Spanish language instruction, a class in dance and cooking, visits to cultural and recreational sites, lectures on Costa Rican social problems and social work agencies, and service-learning in a local organization such as an orphanage or refugee camp. Two all-day Saturday classes will be held at USM prior to the course trip. Summer Session only. This course satisfies the International Core requirement. 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 that 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 the lives of members of various cultural groups. Prerequisites: SWO 201 or permission of instructor. This course satisfies the Diversity requirement of the Core. 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, HRD 200, and introductory course in biology. Cr 3.

SWO 374 Sexual Harassment in Education and Work
This course examines sexual harassment in the workplace and education from three perspectives: mental health, sexual violence, and social justice. Students apply concepts from the behavioral and social sciences, from clinical and community practice to contemporary education and corporate environments. Environmental and cultural forces that influence discriminatory behavior are explored. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 375 Gender and Aging
A theoretical and practical course that informs students about aging issues affecting women and men differentially. Students will analyze the manifestations of aging and apply concepts drawn from the behavioral and social sciences. Service learning experience may be available. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 378 Professional Practice with Older People
Enhances skills in human service practice with older people. Analyzes the sources and manifestations of both healthy and problematic aging. Applies concepts drawn from the behavioral and social sciences, and from clinical and community practice. Translates a developmental rather than a custodial view into everyday direct service. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 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 388 Alcohol and Other Drug Abuse Issues
Examines the use and abuse of psychoactive substances: street drugs, prescription drugs, alcohol, caffeine, and nicotine. Consideration of the history, pharmacology, and physical and psychological effects of each substance. Exploration of prevention and treatment models, with special reference to those in use locally. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 391 Mind/Body/Spirit Connections in Social Work Practice
Examines mind/body/spirit connections in social work practice with regard to stress and its management (meditation, breath control, other relaxation techniques), stress-related illness and personalities, contemporary therapies (mainstream and culturally specific), and spirituality. Prerequisite: SWO 201, junior standing, or permission of instructor. Cr 3.

SWO 393 Methods of Social Work Practice I
This course is an introduction to the basic concepts and skills of interviewing and assessment within the framework of a strengths perspective. Emphasis will be placed on the integration of ethics and the process of reflection within a generalist practice of social work. Prerequisites: EYE, math readiness, English Composition, statistics, SOC 100, PSY 101 and 102, Biology and lab, HRD 200, POS 101, ECO 101, SWO 201, SWO 250; at least 60 credits at the time of preregistration for SWO 393; grade of C or better in all required social work and foundation courses; and a 2.5 cumulative GPA overall at the time of enrollment. Offered spring semester only. This course has a service-learning component that requires students to have some time available for work in the community. Cr 3.

SWO 397 Department Projects
Individual or group projects, requiring independent study or field work in some aspect of social welfare, to be selected by students in consultation with a particular faculty member. Prerequisites: Department permission and application prior to registration. Cr var.

SWO 403 Methods of Social Work Practice II
Examines the dilemmas of professional human service workers in bureaucratic systems and the effects of professionalization and the bureaucracy on consumers. Develops a range of methods aimed at better meeting client need with particular reference to strategies of organizational change and community organization. Class discussions and assignments are based on field work experiences. Prerequisites: SWO 393 and a C or better in all required social work and foundation courses, and an overall 2.5 GPA. SWO 411 taken concurrently. Cr 3.

SWO 404 Methods of Social Work Practice III
This course is a continuation of Methods of Social Work Practice II. It explores the contextual nature of generalist social work practice within a strengths perspective. Emphasis will be placed on the processes of engagement, assessment, and intervention with individuals, families, and groups. Family systems, group, and crisis models of intervention will be presented. This course must be taken concurrently with SWO 412 (Field Work II). Prerequisites: SWO 393, SWO 403. Spring semester only. Cr 3.

SWO 411 Field Work I
For social work majors: a required internship of 16 hours per week in approved agency settings, designed to relate social work theory to practice under professional supervision. Fall semester only. Must be taken as the first in a two-course sequence. Prerequisites: SWO 201; SWO 393; a C or better in all required social work and foundation courses, and an overall 2.5 GPA. SWO 403 taken concurrently. Fall semester only. Cr 6.

SWO 412 Field Work II
A continuation of SWO 411. Spring term only. Must be taken as the second in a two-course sequence. Prerequisites: SWO 393, SWO 403, SWO 411, and SWO 404 (concurrent). Cr 6.

SWO 456 Issues in Social Welfare and Social Work
A seminar for social work majors that addresses significant issues confronting the social welfare system and the profession. Prerequisite: social work major or permission of instructor. Cr 3.

Graduate (Back to top**)**

SWO 501 Multicultural Social Work
This introductory course provides content on culturally diverse populations and serves as the basis for the infusion of cultural diversity issues throughout the graduate curriculum. The premise of this course asserts that the United States is a multicultural society in which social work

cannot function effectively unless there is an understanding of how diversity strengthens and enriches us all. Open to non-matriculated graduate students. Cr 3.

SWO 502 Critical Thinking about Human Behavior I
This course examines the theories which address human behavior in mezzo and macro systems. The cultural context of behavior at all levels is an integral and underlying theme of the course. Systems theories, conflict theories, and social constructionist theories are presented. Open to non-matriculated graduate students. Cr 3.

SWO 503 Generalist Social Work Practice I
This course provides the student with an opportunity to acquire beginning generalist practice knowledge and skills in working with individuals, families, groups, and communities. Emphasis is placed on the development of basic practice, interpersonal, self-reflection, and communication skills. Corequisite or prerequisite: SWO 501. Cr 3.

SWO 504 Social Welfare Policy I
This introductory policy course provides an overview of the history of social welfare as well as an introduction to current social policy issues and dilemmas. Emphasis is placed on historical continuities in analyzing the American system of social welfare provision and lack of provision. Corequisite or prerequisite: SWO 501. Open to non-matriculated graduate students. Cr 3.

SWO 505 Social Work Research I
This course introduces a body of knowledge, skills, and attitudinal perspectives designed to produce a high level of competence in the use of social scientific methods of knowledge building. Structured, analytical processes of inquiry are introduced, as well as a rigorous adherence to social work values and ethics. Both qualitative and quantitative methods of inquiry are discussed. Prerequisite: SWO 501. Open to non-matriculated graduate students. Cr 3.

SWO 552 Critical Thinking about Human Behavior II
The course is designed to locate the interplay of biological, psychological, and sociological influences on human behavior within the broader context of culture. Cultural diversity and oppression are seen as central to understanding human behavior and evaluating human behavior theories. The course explores a range of psychological theories such as psychodynamic, narrative, cognitive, and behavioral to understand the person within the complexity of his/her life circumstances. Prerequisites: SWO 501, SWO 502. Open to non-matriculated graduate students. Cr 3.

SWO 553 Generalist Social Work Practice II
This course builds on the concepts presented in Practice I. This course further develops students' values, knowledge, and skills for planned change with a particular focus on work with populations of special concern to social work. The course content emphasizes practice within organizations and communities. Prerequisite: SWO 503 (Social Work Practice I) and SWO 554 (Field and Field Seminar I). Cr 3.

SWO 554 Field Work and Field Seminar I
A graduate internship in an approved community agency, designed to relate social work theory to practice under professional supervision. Fall semester. Corequisite: SWO 503. Cr 3.5.

SWO 555 Field Work and Field Seminar II
A continuation of SWO 554. Spring semester. Corequisite: SWO 553. Cr 3.5.

SWO 522 Community Services In Belize
This service-learning course provides students with an opportunity to understand and appreciate the diverse Belizean culture while collaborating with local agencies to address identified social needs. Service sites include an orphanage, a home for elderly, and work with a women's group. Winter session only–2 Saturday classes prior to departure.

SWO 544 Costa Rica Immersion: Social Work Perspectives on Culture, Language, and Service Learning
This 2-week course takes place in Costa Rica and will introduce students to the colonial heritage, indigenous cultures, and the contemporary sociopolitical, ecological, and economic issues facing this Central American country. Students will receive 4 hours per day of Spanish language instruction, a class in dance and cooking, visits to cultural and recreational sites, lectures on Costa Rican social problems and social work agencies, and service-learning in a local organization such as an orphanage or refugee camp. Two all-day Saturday classes will be held at USM prior to the course trip. Cr.3

SWO 575 Gender and Aging
A theoretical and practical course that informs students about aging issues affecting women and men differentially. Students will analyze the manifestations of aging and apply concepts drawn from the behavioral and social sciences. Cr 3.

SWO 585 Sexual Abuse of Children and Adolescents
This course introduces the specialized knowledge and skills needed for social work practice relative to child sexual abuse, with a strong focus on understanding the dynamics when sexual abuse occurs in trusted relationships within families, organizations, and institutions. The course provides students the opportunity to integrate current research and theories around etiology, impact, and treatment within issues of resiliency, family strength, social support systems, diversity, value dilemmas, and social justice. This course stresses the need to base a practice approach on

the holistic strengths-risks-based assessment of the child and the family and highlights the collaborative roles various providers play at all levels of the response systems including investigation, validation, intervention, and prevention. Cr 3

SWO 583 Social Work with Immigrants, Refugees, and Asylum Seekers
Considers migration patterns and flows across the globe, introduces critical concepts in immigration and US 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. Cr 3.

SWO 591 Mind/Body/Spirit Connections in Social Work Practice
Examines mind/body/spirit connections in social work practice with regard to stress and its management (meditation, breath-control, other relaxation techniques), stress-related illnesses and personalities; complementary therapies (mainstream and culturally specific); and spirituality. This course is an elective in both the undergraduate and graduate social work programs. Cr 3.

SWO 596/696 Topics in Diversity
A variety of elective courses under this title are offered to facilitate students' development of competency in working with different population groups such as those oppressed by race and ethnicity, language, nationality, social class, gender, sexual orientation, mental and physical ability, spiritual and religious affiliation, and other factors. Prerequisite: SWO 501 or equivalent as determined by the instructor. Additional prerequisite may be required for some elective courses. Cr 3.

SWO 597 Independent Study
This is an individualized course of study, during the foundation year, on some aspect of social work or social welfare to be selected as a result of consultation between a student and a faculty member. Cr 1-3.

SWO 598/698 Topics in Community Social Work Practice
A variety of elective courses under this title are offered to cover a wide spectrum of micro and macro practice issues. These courses facilitate students' exploration of new practice areas or enhancement of advanced practice skills. Prerequisite: SWO 503 or equivalent as determined by the instructor. Additional prerequisite may be required for some elective courses. Cr 3.

SWO 603 Social Work Practice III: Group Practice
This course focuses on social group work practice that builds upon students' foundation level social work practice skills. The course emphasizes theory about groups and group process and demonstrates the skills necessary for effective practice. Prerequisites: SWO 553, SWO 555. Cr 3.

SWO 604 Social Welfare Policy II
This course provides a theoretical and critical model of analyzing policy processes. It contains an overview of policy analysis with particular emphasis on social conflict theory and social constructionist theories of policy formation. Prerequisites: SWO 504, SWO 554, SWO 555. Cr 3.

SWO 605 Social Work Research II: Social Data Analysis
This course provides an interactive learning environment in which students learn to analyze quantitative and qualitative existing social data. The goal of this course is to increase the analytical competencies of students in the planning, and eventual execution, of a community-based research project. Prerequisite: SWO 505. Cr 3.

SWO 651 Social Work Practice IV: Individuals and Families
This course contextualizes the facilitation of change with individuals and families within organizations and communities. Approaches to social work practice are taught within an ecosystems, strengths-based framework that reflects a commitment to the values of social and economic justice, cultural diversity, and individual and collective self-determination. Prerequisite: SWO 555. Cr 3.

SWO 652 Social Work Research III: The Research Project
This course involves the utilization of the research knowledge and skills learned in SWO 505 Social Work Research I and SWO 605 Social Work Research II, and their application to selected social problems or issues of relevance to the needs of special populations or to the social work profession. Prerequisite: SWO 605. Cr 3.

SWO 654 Field Work and Field Seminar III
A graduate internship during the concentration year at an approved community agency, designed to relate social work theory to practice under professional supervision. Fall semester. Corequisite or prerequisite: SWO 603 or SWO 651. Cr 4.5.

SWO 655 Field Work and Field Seminar IV
A continuation of SWO 654. Spring semester. Corequisite or prerequisite: SWO 651or SWO 603. Prerequisite: SWO 654. Cr 4.5.

SWO 660 Advanced Biopsychosocial Assessment
This course is designed to facilitate the acquisition of practice skills specific to in-depth biopsychosocial assessment. Assessment is viewed as the process of understanding a person in order to formulate a practice approach rather than a fixed descriptive category. This course relies heavily upon theories presented in SWO 502 and SWO 552.
This course is designed to facilitate the acquisition of practice skills for in-depth biopsychosocial assessment within the advanced social work

practice curriculum. Knowledge development and skill building for assessment and diagnosis, and the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) are covered in this course. Consideration of persons within a cultural context is emphasized throughout. Cr 3.

SWO 695 Thesis Option
In lieu of SWO 652, students may apply to the Research Sequence Curriculum Committee for permission to take the Thesis Option. This option provides structure and assistance to students wishing to complete a formal thesis rather than a research project. Upon completion, the student will present a verbal summary of the thesis at a formal thesis defense meeting. This option may be especially attractive for those students contemplating advanced doctoral-level education in social work or in other social sciences. Cr 6.

SWO 697 Independent Study
This is an individualized course of study, during the concentration year, on some aspect of social work or social welfare to be selected as a result of consultation between a student and a faculty member. Cr 1-3.

College of Science, Technology, and Health

CSTH Overview

Dean, Andrew L. Anderson; Associate Dean, Stephen C. Pelsue; Financial Manager, Alison Hinson; Coordinator of Finance, Pamela Hartford; Human Resources Liaison, Susan Taylor; Communications and External Affairs, Jennifer Dean; Student Services, Bonnie Stearns and Brenda Webster; Administrative Assistant, Michael Pickel.

The College of Science, Technology, and Health (CSTH) offers a wide variety of majors and programs leading to graduate and professional study, and directly to careers. The College also offers courses and programs of study to students in all colleges of the University for intellectual development and aesthetic enrichment. The College is organized into the following departments/schools: Applied Medical Sciences; Biological Sciences; Chemistry; Computer Science; Engineering (mechanical and electrical); Environmental Science; Exercise, Health, and Sport Sciences; Geosciences; Linguistics; Mathematics and Statistics; School of Nursing; Physics; Psychology; Recreation and Leisure Studies; Technology.

The College's degree programs prepare students for productive and rewarding lives and provide knowledge and skills for many careers. Students, faculty, and alumni apply theory and use scientific and mathematical principles and techniques to solve practical problems and contribute to society in many ways. The College's academic programs are designed and delivered so that all students who are prepared and motivated can successfully complete them. Graduates have (1) technical competence with both depth and breadth, (2) a wide range of knowledge enabling them to function effectively in the professional world, (3) transferable skills such as reasoning, problem solving, verbal and written communications, teamwork, and leadership, and (4) motivation to continue to learn and grow professionally. Graduates secure gainful employment and/or are well prepared for admission to graduate and professional programs.

Degrees and Certificates

Bachelor of Arts

- Chemistry
  - Secondary Education
- Environmental Planning & Policy
- Geosciences
- Linguistics
  - ASL/English Interpreting
  - Speech and Language Science
- Mathematics
  - Pure Mathematics concentration
  - Applied Mathematics/Operations
    - Research concentration
  - Statistics concentration
  - Secondary Mathematics Education
- Physics
- Psychology

Bachelor of Science

- Applied Technical Leadership
- Athletic Training
- Biochemistry
- Biology
  - Biotechnology specialization
  - Ecology specialization
  - General Biology specialization
  - Human Biology specialization
  - Teacher Certification in Life Sciences
- Chemistry
- Computer Science
- Electrical Engineering
  - Computer Engineering
- Environmental Science
- Exercise Science
  - Exercise Physiology

    - Health Fitness
- Geosciences
- Mechanical Engineering
- Nursing
    - Traditional Program
    - Accelerated Program
    - RN to BS Degree
- Recreation and Leisure Studies
    - Community Recreation
    - Therapeutic Recreation
- Technology Management
    - Construction Management
    - Electro Mechanical Systems
    - Industrial Management
    - Information & Communications Technology
    - Precision Manufacturing

Certificates of Undergraduate Study (CUS)

- Applied Energy
- Applied Statistics
- Construction Management
- Electro-Mechanical Systems
- Environmental Education
- Foundations of Holistic Health
- Gerontology
- Pre-medical studies (post-baccalaureate)
- Pre-veterinary studies (post-baccalaureate)
- Sustainable Tourism

Certificates of Graduate Study (CGS)

- Computer Science
- Nursing Education
- Statistics

Certificates of Advanced Study (CAS)

- Nursing

Minors

- Applied Energy
- Applied Mathematics
- Biochemistry
- Biology
- Biochemistry
- Chemistry
- Computer Science
- Construction Management
- Deaf Studies
- Electrical Engineering
- Electro-Mechanical Systems
- Environmental Policy
- Environmental Science
- Environmental Sustainability
- Geosciences
- Holistic Health
- Industrial Management
- Information and Communications Technology
- Linguistics
- Mathematics
- Mechanical Engineering
- Nature Tourism

- Physics
- Recreation Leadership
- Statistics
- Toxicology and Environmental Health

Masters Degrees

- Applied Medical Sciences
  - Biotechnology
  - Epidemiology
  - Immunology and Infectious Disease
  - Toxicology and Cancer Biology
- Biology
- Computer Science
- Nursing
  - Clinical Nurse Leader
  - Dual Degree Master of Science in Nursing and Master of Business Administration
  - Education
  - Family Nurse Practitioner
  - Family Psychiatric/Mental Health Nurse Practitioner
  - Management
  - Option for Non-Nurses with a Baccalaureate Degree
  - Certified FNP, ANP and WHNP
  - RN to Master of Science
- Statistics
  - Applied Statistics
  - Biostatistics
  - Operations Research/Applied Mathematics

Doctorate

- Doctor of Nursing Practice (DNP) - Post Master to DNP

Accreditations

The School of Nursing baccalaureate and master's programs are approved by the Maine State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The health fitness major within the exercise science program is accredited by the Commission on Accreditation in Allied Health Education Programs (CAAHEP). The linguistics' ASL/English Interpreting program is accredited by the Commission on Collegiate Interpreter Education (CCIE). The electrical engineering and computer science programs are accredited by the Accreditation Board for Engineering and Technology (ABET). The technology programs are accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). In addition to these accreditations, the University of Southern Maine is accredited by the New England Association of Schools and Colleges.

Departmental or Program Requirements

The College requires that every baccalaureate degree student fulfill the requirements of the university's core curriculum and a major program as noted in the catalog section devoted to each department's / school's majors. These requirements may be greater than the college minimum requirements. Students interested in a double major should consult the appropriate departments / schools and obtain a declaration of major form from the Registrar's Office. The requirements for graduate programs are listed in the catalog section of the individual department/school.

Student Services

The College is dedicated to supporting students in defining, developing, and achieving personal, academic, and career goals. Services and programs that are provided to meet the needs of CSTH students include: academic advising, career counseling, mentoring, and referrals. Assistance in locating and securing cooperative education and internships is provided as well as information on various scholarships available to CSTH students. For more information, contact the Dean's office at 780-5585 or csth@usm.maine.edu.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the University of Southern Maine College of Science, Technology, and Health. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the

democratic values of inclusion and mutual respect that are guided by rational discourse and by a relational ethic of care. Our community includes peoples of diverse ethnic, racial, religious, cultural, political, and economic backgrounds as well as people who are disabled and people of different gender, sexual orientation, and age. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community. Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

Cooperative Education and Internships

The College encourages students to participate in cooperative education and internship experiences. Both options integrate classroom learning with meaningful and rewarding work experience in a field related to a student's academic or career goals. Internships are sponsored by individual departments and require an academic advisor; variable credits are awarded. Co-op assignments are paid positions that are typically full time for a semester or six months. For more information, contact the coordinator of cooperative education at (207) 780-5450 or gcavanaugh@usm.maine.edu.

External Programs

External Programs provides credit, noncredit, and certificate programs to students who are unable to attend classes or programs on campus. Customized programs, including workshops, seminars, and short courses are available on specialized topics as requested by educational, corporate, or industrial organizations to meet their specific objectives. For further information, call (207) 780-5440.

Manufacturing Applications Center (MAC)

The Manufacturing Applications Center (MAC) works with Maine's industries to improve quality and efficiency in production operations. Interactive strategies and assistance are provided on a fee-for-services basis to help companies become more competitive via advanced technologies and world-class manufacturing strategies. Assistance is provided in: technical training, quality assurance, product testing and analysis, reverse engineering, rapid prototyping, production control, project management, CAD/CAM/CIM technologies, lean manufacturing, metrology, plant layout, process analysis and control, push/pull strategies, supply chain management, JIT flow, 5's, and engineering design. For further information, call (207) 780-5440 or mac@usm.maine.edu.

General Information

Admission to an undergraduate program in the College of Science, Technology, and Health is initiated through the Office of Undergraduate Admission. The College of Science, Technology, and Health offers merit-based awards to top science, technology, engineering, and math students through the USM Pioneers Program. Pioneers will be selected on the basis of their academic achievement, particularly in the areas of math and science. Interested candidates should contact the Office of Undergraduate Admission for more information or visit http://usm.maine.edu/Pioneers. Admission to a graduate program in the College of Science, Technology, and Health is initiated though the Office of Graduate Admission. Candidates for admission must meet admission requirements indicated in the Admission section of this catalog and the individual departments and schools of the College. General academic policies will be found in the Academic Policies section of this catalog. Specific policies and requirements are indicated in the sections dealing with the individual departments and schools of the College. All students are reminded that, in addition to meeting Program Requirements for a major, they must also meet all University and Core curriculum requirements. Students wishing to change their major apply directly to the department of the new major.

Applied Medical Sciences

Applied Medical Sciences Overview

Chair: Ah-Kau Ng, Ph.D.

Professors: Ng, Thompson, Wise; Associate Professors: Duboise, Pelsue; Assistant Research Professors: Holmes, Huston, Lichter, Paulu, Xie; Adjunct Professors: Friesel, Liaw, Lindner, Rice, Vary; Adjunct Associate Professors: Allan, Chandler, Craig, Davidoff, Fletcher, Follansbee

MS in Applied Medical Sciences

Description

Program Description

The M.S. program in applied medical sciences (http://usm.maine.edu/ams) is designed to prepare students for careers in basic research, clinical diagnosis, industrial research, and teaching. Graduates of the applied medical science program are competitive for further graduate studies at the doctoral level (Ph.D., M.D., D.O., D.V.M., and D.D.S.) as well as for research positions in biotechnology companies and academic or private research laboratories. The program is an interdisciplinary biomedical graduate program with coursework and research opportunities in diverse disciplines such as: immunology, microbiology, toxicology, virology, cancer biology, epidemiology, and applied biostatistics. The program is a combination of challenging coursework, specialized readings, and research. Students will be given the opportunity to tailor their program of study to specific interests by choosing a concentration in toxicology and cancer biology, immunology and infectious disease, epidemiology, or biotechnology. In addition, students will learn general skills required of all scientists, namely: critical evaluation and presentation of the current scientific literature, reading and writing of technical material, problem solving, experimental design, logic, and ethics.

Program Requirements

Forty credits are required for the M.S. degree in applied medical sciences: 30 credits of coursework (lectures, labs, and readings), 4 credits of Journal Club and Seminar, and 6 credits of thesis or externship research. Students will have to enroll in a specific concentration by the completion of their first year. The four concentrations are: toxicology and cancer biology, immunology and infectious disease, epidemiology, and biotechnology. Each student will be assigned an academic committee that will be responsible for ensuring that the student fulfills all requirements for the program.

All students will be required to take the following core courses (16 credits):
AMS 530 Molecular Biology
AMS 531 Molecular Biology Lab
AMS 535 Introduction to Epidemiologic Research
AMS 545 Applied Biostatistical Analysis
AMS 595 Seminar: Journal Club
AMS 691 Seminar: Advanced Seminar in Biomedical Sciences

In addition students must complete the requirements for their chosen concentration:

1. **Toxicology and Cancer Biology Concentration**

   AMS 590 Introduction to Toxicology
   AMS 593 Molecular Techniques in Toxicology
   AMS 698 Thesis

   Electives (6 credits to be approved by the advisory committee)

   and at least two of the following:
   AMS 674 Neurotoxicology
   AMS 675 Developmental Toxicology
   AMS 694 Genetic Toxicology
   AMS 695 Chemical Carcinogenesis
   AMS 696 Metal Toxicology

2. **Immunology and Infectious Disease Concentration**

   AMS 551 Immunology Lab
   AMS 552 Immunology
   AMS 560 Virology
   Or AMS 565 Molecular Microbiology
   AMS 698 Thesis

   Electives (6 credits to be approved by the advisory committee)

   One of the following:
   AMS 692 Advanced Readings in Biomedical Sciences
   AMS 693 Advanced Research Techniques in Biomedical Sciences

3. **Epidemiology**

AMS 578 Epidemiology of Infectious Disease
AMS 579 Epidemiology of Chronic Disease
AMS 677 Regression Models in the Health Sciences
AMS 698 Thesis

Electives (6 credits to be approved by the advisory committee)

One of the following:
AMS 635 Applications of Epidemiology in Public Health Agencies
AMS 636 Environmental Epidemiology
AMS 638 Practicum in Epidemiologic Research
AMS 673 Epidemiology and Prevention of Cancer

4. **Biotechnology**

AMS 551 Immunology Lab
AMS 552 Immunology
AMS 540 Interdisciplinary Biomedical Science and Biotechnology
AMS 541 Independent Study in Biotechnology Strategies
AMS 698 Thesis
or AMS 697 Externship

Electives (6 credits to be approved by the advisory committee)

One of the following:
AMS 560 Virology
AMS 565 Molecular Microbiology
AMS 680 Molecular Basis of Disease

Laboratory fees

Laboratory fees are assessed in all AMS laboratory courses to cover the cost of supplies.

Additional Information

Program Policies

In addition to the general policies described in the Academic Policies chapter, this program also has the following policies:

- Transfer Credits: Students may transfer a maximum of 9 credits earned within the past 5 years with a grade of B- or better. Approval of transfer credits must be requested at the time of application and approval is at the discretion of the applied medical sciences graduate admissions committee.
- Time Limit: All courses for the M.S. degree must be completed within six years from the time of matriculation. Students may apply for an extension through the program coordinator and must be approved by Department faculty.
- Grade Policy: Students must earn a C or better for courses to count towards the M.S. degree. If the cumulative GPA drops below 3.0, the student will be placed on probation; the terms and conditions of the probation will be determined by the student's advisory committee.

Eligibility for Financial Aid During Thesis Completion Stage

To be eligible for federal financial aid (including deferment of student loans), a student must be enrolled in a minimum of 6 graduate credits in the master's degree program. However, a student who has completed coursework and is engaged in finishing his/her thesis will be considered eligible if he/she meets one of the following conditions:

- Is enrolled in at least 6 graduate credits
- Or is enrolled in less than 6 graduate credits, has obtained certification of satisfactory progress from the chair of his/her thesis committee, indicating that the student is actively progressing in the work leading to completion of the master's degree, and is registered for GRS 602.

GRS 602 is a 1-credit course that permits students to retain eligibility for financial aid including University-funded fellowships, scholarships, and graduate assistantship, and access to University services, including USM Libraries and Internet. Please see Graduate Students Continuous Enrollment for more information.

Admission Information

Applicants for admission to the M.S. program in applied medical sciences should have a baccalaureate degree from an accredited institution,

preferably in biology or chemistry, with a minimum GPA of 3.0. It is highly recommended that the applicant have completed courses in the following subjects: organic chemistry, biochemistry, microbiology, genetics, and cell biology.

The applied medical sciences graduate admissions committee is responsible for evaluating applicants and recommending candidates for admission. Interviews by members of this committee may be required of applicants. Qualified applicants who have deficiencies in background courses that the committee considers essential for success in the program may be conditionally admitted, with full admission dependent on satisfactory completion of recommended courses.

Application Materials

In addition to materials described in the Admissions section of this catalog, applicants must submit the following information:

- Test scores: Official scores from the general test of the Graduate Record Examination (GRE) are required. Official scores from the GRE subject test in biology or chemistry are recommended but not required.
- Transcripts: Official undergraduate and graduate transcripts are required from all colleges or universities attended.
- Essay: The essay should discuss your academic and professional goals as well as identify research interests in the applied medical sciences program.
- Letters of Recommendation: Three letters of recommendation are required for all applicants. Each letter must address the applicant's academic and/or professional record and potential for success in a master's graduate program in biomedical science.

Application Deadline

Application and supporting materials may be submitted at any time but should be received by March 1 for maximum consideration for fall semester admission and consideration for financial support. Applications and supporting materials should be received by October 15 for spring semester admission. Spring semester applicants are unlikely to obtain financial support in their first semester.

Course Descriptions

- Undergraduate
- Graduate

Undergraduate

AMS 435 Introduction to Epidemiologic Research
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics will include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, causal inference, sources of bias, and measures of effect. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues. Cr 3.

AMS 490 Introduction to Toxicology I
This course introduces students to the principles and practice of toxicology. The major focus of the course is on basic principles, mechanisms, and common methods underpinning the science of toxicology. Selected target organ systems (e.g. respiratory, nervous, and immune systems) are studied with respect to understanding how representative chemicals damage and impair their ability to function. Students will develop a fundamental understanding of how chemicals may exert toxic effects and gain insight into the importance of organ specific effects. Prerequisite: admission to the minor, cell biology, or molecular biology, or biochemistry, or permission of the instructor. Cr 3.

AMS 491 Introduction to Toxicology II
This course continues to introduce students to the principles and practice of toxicology. The course continues to focus on basic principles, mechanisms, and common methods underpinning the science of toxicology. Selected toxicants are studied with respect to their source of exposure and mechanisms of effect. Selected disease processes (e.g. mutagenesis, carcinogenesis and teratogenesis) are studied with respect to understanding their basic pathways and common mechanisms. Selected fields are presented to give students insight into the applications of toxicology and its relationship with other fields.Prerequisites: AMS 490, or permission of the instructor. Cr 3.

AMS 493 Introduction to Research Techniques in Toxicology and Environmental Health
The student learns a laboratory approach and techniques to study toxicology and environmental health. The term is spent under the direction of a faculty member engaged in a research project. This is a hands-on course with close supervision by technically trained personnel. For those sections in laboratories working with biohazards, laboratory safety and use of biosafety hoods are emphasized. Prerequisite: permission of instructor. Cr 4.

AMS 495 Advanced Seminar in Biomedical Sciences

The student participates in a weekly seminar on biomedical sciences. The seminar focuses on current topics in biomedical research. Prerequisite: Permission of instructor. Seminar is offered in both fall and spring semesters. Cr 1.

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.

CHY 461 Biochemistry
Application of chemical methods and principles to understanding biological processes. Topics include structure and action of nucleotides, proteins, lipids, and carbohydrates; enzyme kinetics and mechanisms; membranes and transport; and metabolism and energy conversion. This one-semester course provides a survey of the major areas of biochemistry, except for nucleic acids. Prerequisite: a grade of C- or better in CHY 253. Cr 3.

ESP 375 Environmental Risk Assessment and Management
The focus of this course is to provide students with an understanding of human health risk assessment as an organized, multidisciplinary approach to evaluating scientific data by studying basic toxicology and fate and transport of contaminants using generally accepted principles and terminology used in the field. Students will examine the limitations of current risk assessment methods and be introduced to the basics of ecological risk assessment. Finally, students will study the scientific, political, social, ethical, and economic dimensions of managing risks. Prerequisite: ESP 101/102K or permission of instructor. Cr. 3.

PSY 365 Physiological Psychology
Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous system functioning and behavior. Physiological analysis of sensory function, motivation, and learning. Prerequisites: PSY 101J, 102, and BIO 111. Cr 3.

PSY 366 Drugs, Mind, and Behavior
The physiological and behavioral effects of drugs are examined in light of current research. Also considered are theories relating to the use/abuse of drugs, tolerance, addiction, and drug interactions. Prerequisites: PSY 101J and one semester of biology. Cr 3.

Graduate (Back to top**)**

AMS 530 Molecular Biology
This course covers basic principles of molecular biology. Lecture topics include biomolecules and cellular organization, structure and function of DNA, DNA replication, gene expression, RNA transcription and processing, protein synthesis and ribosome structure, cell cycle and signaling, gene rearrangement, retrovirology, developmental and cancer genetics, and recombinant DNA technology. Prerequisites: undergraduate biology, biochemistry, or permission of the instructor. Cr 3.

AMS 531 Molecular Biology Laboratory
This laboratory course introduces the student to basic molecular biology research methods using a project-based approach that emphasizes development of knowledge, laboratory skills, and accurate record keeping. The course includes fundamentals of molecular cloning, nucleic acid isolation and analysis, polymerase chain reaction, DNA sequencing, hybridization-based methods, site-directed mutagenesis, eukaryotic and bacterial expression of selected gene products, and basic bioinformatics. Prerequisites: undergraduate biology, biochemistry, and permission of the instructor. Cr 3.

AMS 535 Introduction to Epidemiologic Research
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics will include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, causal inference, source of bias, and measures of effect. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues. Cr 3.

AMS 540 Interdisciplinary Biomedical Science and Biotechnology
This course surveys new development in biomedical science and introduces students to the principles of biotechnology. It emphasizes the recent trend of integration of multiple disciplines of science and technology to advance the fields of biomedical science and biotechnology. This concept of scientific cross-pollination will be demonstrated by lecture series to be delivered individually or through teamwork by experts in a range of scientific fields that cover immunology, infectious disease, cancer research, environmental health and epidemiology, genomics and proteomics, development and production of diagnostics and therapeutics, animal models of human diseases, and bioethics. Lecturers include USM faculty, adjunct faculty, and other invited speakers from local research institutions and biotech industries. Prerequisites: undergraduate biology, biochemistry, or permission of the instructor. Cr 3.

AMS 541 Independent Study in Biotechnology Strategies
This course is designed to help students develop an understanding of the manufacturing, quality control, and management aspects of the biotechnology industry. This will be accomplished by developing and completing a project in association with a local biotechnology company. The project will be developed in conjunction with and approved by the student's advisor and/or advisory committee. Prerequisite: permission of the instructor. Cr 3.

AMS 545 Applied Biostatistical Analysis
This course is intended to give students a working understanding of the major types of biostatistical analysis used in laboratory sciences, clinical research, and public health. Topics will include estimation, descriptive statistics, hypothesis testing, crosstabulations and stratified analysis, life tables, multiple regression, and logistic regression. The course is designed primarily for students with little formal training in biostatistics, but may also prove valuable to other students who desire a course providing an integrated approach to diverse biostatistical techniques within an applied framework. Students will learn to manipulate datasets, analyze them, and interpret the results using the SAS software package. Cr 3.

AMS 551 Immunology Laboratory
This course consists of a series of comprehensive laboratories in which students learn basic immunoassays (e.g. enzyme-linked immunoadsorbent assay, immunofluorescence assay, immunoelectrophoreseis, immunoprecipitation, and immunoblot assay) as well as techniques for the isolation, identification, and functional analysis of immune cells and their products such as antibodies and cytokines. The roles of T cells, B cells, NK cells, macrophages, and neutrophils in the immune response are examined through assays such as cell proliferation assay, cytotoxicity assay, and flow cytometry. The techniques of monoclonal antibody production will also be introduced. Course emphasis will be on experimental design, and the clinical and research applications of the procedures used. Prerequisite: permission of the instructor. Cr 3.

AMS 552 Immunology
This graduate immunology course stresses both the cellular and the molecular components of the immune system. It covers basic topics including cells and tissues of the immune system, inflammation, generation of diverse immune responses, molecules with immune functions, immune tolerances, autoimmunity, immune-mediated diseases, infection and immunity, transplantation immunology, tumor immunology, immune deficiencies, and other immune disorders. This course will also discuss practical aspects of antibody production, immunoassays, and other immunological techniques. Prerequisite: undergraduate biology, biochemistry, or permission of the instructor. Cr 3.

AMS 555 Environmental Health
This course provides students with an extensive introduction to scientific approaches to the investigation and modification of the effects of environmental factors on human health. Contributions of the fields of toxicology and epidemiology and the implications of research findings for policy and regulation are examined. Topic areas include toxic metals, pesticides and other organic chemicals, ionizing and non-ionizing radiation, vector-borne diseases, pollution of air and water, occupational exposures, injuries, and the health effects of global warming. The roles of local, state, and federal governments in environmental health are critically evaluated, as are initiatives by non-governmental organizations. No prerequisites. Cr. 3.

AMS 560 Virology
This is a graduate-level survey of virology with a biomedical emphasis that is also suitable for advanced undergraduate biology and biochemistry students. Virus structure, molecular biology, evolution, epidemiology, pathogenesis, and medical importance of major virus groups are discussed. Molecular genetic manipulation of viral genomes for gene therapy and vaccine development is also a major focus of the course. Experimental approaches that have provided significant insights into the biology of viruses and their host interactions are emphasized. Prerequisites: undergraduate biology, biochemistry, and permission of the instructor. Cr 3.

AMS 578 Epidemiology of Infectious Disease
This course will provide an introduction to the epidemiologic basis for the prevention and control of communicable diseases through the study of specific infections including HIV/AIDS, tuberculosis, viral hepatitis, rabies, influenza, and Lyme disease. The course will also include exercises on the investigation of acute disease outbreaks and discussions of immunization, institutional infection control, foodborne illnesses, and emerging infectious diseases. Cr 3.

AMS 579 Epidemiology of Chronic Disease
This course examines empirical human evidence concerning the genetic, environmental, and behavioral determinants of some of the most common and debilitating chronic diseases, including several of the following: coronary heart disease, stroke, diabetes, selected forms of cancer, chronic obstructive pulmonary disease, asthma, neurological diseases, musculoskeletal conditions, and psychiatric disorders. Relevance of the following tools are considered: descriptive epidemiology, experimentation on humans, observational cohort studies, case-control studies, and formal meta-analysis. Strategies for the prevention of each of the diseases considered are critically evaluated in the context of epidemiologic evidence for causation. Prerequisite: AMS 545. Cr 3.

AMS 590 Principles of Toxicology
This course introduces students to the principles and practice of toxicology. The major focus of the course is on basic principles, mechanisms, and common methods underpinning the science of toxicology. Selected target organ systems (e.g. respiratory, nervous, and immune systems) are studied with respect to understanding how representative chemicals damage and impair their ability to function. Students will develop a fundamental understanding of how chemicals may exert toxic effects and gain insight into the importance of organ specific effects. Prerequisite: molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 593 Molecular Methods in Toxicology
This course introduces students to fundamental and state-of-the-art molecular methods in toxicology. Representative methods are studied for exposure assessment, effects on gene expression, DNA damage and mutagenesis. Selected toxicants are studied through the primary literature to illustrate the application of these methods. Students will develop a fundamental understanding of the theory underlying these methods and gain insight into their strengths and limitations. Prerequisites: AMS 590 or permission of the instructor. Cr 3.

AMS 595 Seminar: Journal Club
The Journal Club is intended to keep the participants current in biomedical science, to instruct them in the techniques of evaluating scientific literature critically, and to clearly present scientific information. The seminar, directed by faculty members responsible for the corresponding core course material and including outside lectures from among the affiliates as well as other academic institutions, will provide the student with an opportunity to discuss practical applications of the core lecture material. Cr 2.

AMS 633 Interdisciplinary Collaboration in Research and Education
This course is primarily for bioscience graduate students and teachers participating in USM science education outreach through programs such as the Maine ScienceCorps. The course provides collaborative interdisciplinary professional development opportunities for participating graduate students, secondary school teachers, and science faculty. Active participation is required in scientific seminar presentations, in discussions of readings, and in collaborative development of research based laboratory activities for scientific education at all levels. Prerequisite: permission of the instructor. Cr 1-3.

AMS 635 Applications of Epidemiology in Public Health Agencies
This course focuses on the role of epidemiologic principles and methods in the practice of public health. Topics include surveillance of the health status of populations, vital records, disease registries, special-purpose population-based surveys, responses to public concern about perceived clusters of disease, evaluation of the efficacy of public health interventions, the roles of state and federal government in collecting and interpreting epidemiologic data, and the uses of epidemiology in the formulation of policy in public health. Students will work on individual or group projects that involve hands-on participation in the application of epidemiologic methods within a public health organization. Prerequisite: AMS 545 or permission of the instructor. Cr 3.

AMS 636 Environmental Epidemiology
This course focuses on the effects of the physical environment on human health. Among the risk factors examined are a variety of pollutants found in outdoor air, indoor air, surface water, ground water, and food. Special attention is given to heavy metals, ionizing radiation, pesticides, flame retardants, carbon dioxide, and others of current public concern. Effects on human development, on the nervous system, and on respiratory disease and cancer receive particular attention. Topics include: environmental monitoring, quantification of exposure at the individual level, hazards in occupational settings, time-space clustering of disease, use of ecologic studies to estimate risks at the individual level, interactive effects of exposure to multiple environmental risk factors, perceptions of risk, integration of laboratory science with population-based studies, and the role of epidemiologic evidence in setting environmental standards. Prerequisites: AMS 545 or permission of the instructor. Cr 3.

AMS 638 Practicum in Epidemiologic Research
This course is designed to provide students with direct experience in the formulation of epidemiologic hypotheses and the analysis and interpretation of data. Each student will frame a research question that can be addressed using a dataset available on campus or elsewhere in Maine. With guidance from faculty, each student will conduct data analyses and will write a report in the format of a journal article. Prerequisites: AMS 535 and AMS 545 or permission of the instructor. Cr 3.

AMS 673 Epidemiology and Prevention of Cancer
This course provides a comprehensive review and synthesis of epidemiologic studies of the causes of several of the most common forms of cancer in humans. The role of genetics, diet, smoking, hormones, occupation, and other factors will be considered. The public health implications of interventions to alter behavior and to remove environmental risk factors will also be discussed, as will epidemiologic issues in the reduction of mortality through screening for cancer. Prerequisite: AMS 535 or permission of instructor. Cr 3.

AMS 674 Neurotoxicology
Prerequisites: AMS 572, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 675 Developmental Toxicology
Prerequisites: AMS 572, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 677 Regression Models in the Health Sciences
This course will familiarize students with the use of regression models for the analysis of epidemiologic and other biomedical data. Topics will include multiple linear regression, logistic regression, log-linear models, proportional hazard models, Poisson regression, generalized linear models, goodness of fit, and analysis of residuals and other diagnostics. Students will work on individual projects and will learn to use SAS software for conducting analyses. Cr 3.

AMS 680 Molecular Basis of Disease
This course focuses on the biochemical and genetic nature of human disease. It will cover the strategies of gene mapping and identification, molecular pathology, functional genomics, and gene therapy of heritable diseases. Prerequisite: AMS 530 or permission of the instructor. Cr 3.

AMS 691 Advanced Seminar in Biomedical Sciences
The student participates in a weekly seminar on biomedical sciences. The seminar focuses on current topics in biomedical research. Prerequisite: AMS 590 or permission of instructor. Seminar is offered in both fall and spring semesters. Cr 1.

AMS 692 Advanced Readings in Biomedical Sciences

The student participates in directed readings on a topic in biomedical sciences under the guidance of a faculty member. Readings on specific topics in carcinogenesis, epidemiology, immunology, molecular genetics, neuroscience, parasitology, toxicology, and virology are offered. Prerequisite: permission of instructor. Cr 2.

AMS 693 Advanced Research Techniques in Biomedical Sciences
The student learns laboratory techniques used as tools in biomedical research. The term is spent under the direction of a faculty member. Methods in epidemiology, immunology, molecular genetics, parasitology, toxicology, and virology are offered. This is a hands-on course with close supervision by technically trained personnel. For those sections in laboratories working with biohazards, laboratory safety and use of biosafety hoods are emphasized. Prerequisite: permission of instructor. Cr 2.

AMS 694 Genetic Toxicology
This course is an intensive review of the principles and practice of genetic toxicology. The major focus of the course is on basic principles, mechanisms, and common methods used to study chemical and radiation-induced damage to DNA and its repair. Selected types of damage and repair systems are studied with respect to understanding mechanisms of how representative chemicals or radiation damage and how the cell responds to impair their ability to function. Students will develop a fundamental understanding of how chemicals damage DNA and how human cells repair DNA and gain insight
into the state-of-the-art of this field. Prerequisites: AMS 591, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 695 Chemical Carcinogenesis
This course is an intensive review of the principles of chemical carcinogenesis. The major focus of the course is on basic principles, mechanisms, and common methods involved in the neoplastic transformation of cells. Selected models of carcinogenesis are studied with respect to understanding mechanisms of how representative chemicals transform cells. Students will develop a fundamental understanding of the major theories in chemical carcinogenesis and gain insight into the state-of-the-art of this field. Prerequisites: AMS 591, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 696 Metal Toxicology
This course is an intensive review of the principles of metal toxicology. The major focus of the course is on basic principles, mechanisms, and common methods involved in how metals induce toxicity in major organ systems. Selected systems are studied with respect to understanding mechanisms of how metals induce cellular and systemic toxicity. Students will develop a fundamental understanding of the major theories in metal toxicology and gain insight into the state-of-the-art aspects of this field. At each session, a doctoral student will present a lecture on the topic including a review of required readings and directed activities. Offered in the fall of even-numbered years. Prerequisites: AMS 590, AMS 591, either AMS 694 or AMS 695, and permission of the instructor. Cr 3.

AMS 697 Externship
Under the stewardship of the student's graduate advisory committee, an externship will be arranged for a student to gain research training at a laboratory outside the University (e.g. industry, research institute, and government affiliates). Similar arrangement can be designed with some modifications for students who are already employed at the laboratory where an externship will be conducted. A written project on the work experience, similar to a dissertation, to be presented and approved by the advisory committee, is required. Prerequisite: permission of the instructor. Cr var.

AMS 698 Thesis
Under the stewardship of the student's thesis advisor and committee, a hypothesis-driven research project will be developed for a student to gain research training in biomedical science. A written project proposal will be presented to and approved by the thesis advisory committee and upon completion of the research a dissertation will be written and presented to the advisory committee for final approval. Prerequisites: permission of the instructor. Cr var.

GRS 602 Thesis Completion
See the complete course description in the "Continuous Enrollment and Residency" section of the Academic Policies chapter. Cr 1.

Department of Biological Sciences

Biological Sciences Overview

Chair of the Department: Lisa Moore, 406 Science Building, Portland

Professors: Gainey, Maher, Mazurkiewicz, Moore, Walker, Weber; Associate Professors: Champlin, Currie, Theodose; Adjunct Professors: Duboise, Evers, Harris, Levine, Ng, Oxburgh, Paruk, Stenhouse, Wilson, Wise; Health Professions Advisor: Dr. Jeffrey Walker, 305B Science Building, Portland

The Department of Biological Sciences offers a four-year program leading to a B.S. in biology that includes four options: general biology, human biology, biotechnology, and ecology. All programs of study provide students with a liberal arts education emphasizing the sciences. Each of these options have a core set of biology course requirements in addition to other biology courses that may be elected to suit individual interests and needs. Additional required courses in chemistry, mathematics, and physics reflect the interdisciplinary status of the biological sciences. Students also get strong hands-on experience by taking at least 4-6 lab classes, and many students get enhanced practical experience through research positions (volunteer, work study, grant funded, and fellowships) in science research labs at USM and elsewhere.

In addition to the B.S. degree options, the Department offers a minor in biology, a two-year nondegree program in pre-pharmacy, and postbaccalaureate certificates in pre-medical studies and pre-veterinary studies. Graduates of these programs have found careers in biological and medical research laboratories, biotechnology companies, and field biology, or have furthered their education by entering graduate, medical, dental, optometry, veterinary, and law schools, as well as schools for allied health professions. The Department of Biological Sciences also offer a master's degree in biology, with both thesis research and literature research options (see the USM Graduate Catalog).

In conjunction with the School of Education and Human Development, the Department of Biological Sciences is participating in a new Secondary Education Teacher Certification program in Life Sciences (see http://www.usm.maine.edu/educatorpreparation).

Additional information about the Biological Sciences Department and all degree programs can be found at http://usm.maine.edu/bio.

Additional Information

Pre-Health Professions Students

Almost every American school of medicine, veterinary medicine, and dentistry requires for admission a baccalaureate degree (major optional), two years of biology, two years of chemistry, one year of physics, a course in calculus, satisfactory performance on a national professional aptitude test, and a recommendation from a committee at the baccalaureate institution. At this campus, the Health Professions Pre-professional Evaluation Committee comprises faculty from the Departments of Biology, Chemistry, and Physics and is responsible for evaluating, comparing, and recommending students. For further information contact the Biological Sciences Department Health Profession Advisor, Dr. Jeffrey Walker, 305B Science Building, Portland

Lewiston-Auburn College Courses

The following Lewiston-Auburn College courses fulfill the corresponding prerequisite requirements in the Department of Biological Sciences: SCI 105 = BIO 105, SCI 106 = BIO 106, SCI 107 = BIO 107, SCI 170 = BIO 111, SCI 171 = BIO 112, SCI 172 = BIO 211, and SCI 173 = BIO 212.

Laboratory Fees

A laboratory fee is assessed in biology laboratory courses.

MS in Biology

Description

Coordinator: Douglas A. Currie

Professors: Gainey, Maher, Mazurkiewicz, Moore, Walker, Weber; Associate Professors: Champlin, Currie, Theodose; Adjunct Professors: Duboise, Evers, Harris, Levine, Ng, Oxburgh, Paruk, Stenhouse, Wilson, Wise

The M.S. program in biology at USM is designed to meet diverse student interests and to provide additional preparation for careers in biology. The program is aimed at three groups: 1) students who wish to continue the scholarly pursuit of biology and possibly continue with a Ph.D. or M.D.; 2) students desiring laboratory or field experience to make them more competitive for employment; and 3) students who teach, or wish to teach, at the secondary, community college, or technical college levels.

To meet these needs, the M.S. program in biology offers a breadth of coursework, and a thesis requirement with an individualized approach. Coursework and research opportunities span the subdisciplines of cell and molecular biology, developmental biology, evolutionary genetics, physiology (animal, plant, and microbial), ecology (animal, plant, and microbial), and environmental science.

The student master's thesis, tailored to individual interests and falling within the research subdiscipline of a faculty mentor, is intended to provide experience in scientific investigation. Students are exposed to the current state of knowledge within the subdiscipline, and learn skills necessary for creative scientific inquiry. These include exploration and evaluation of the scientific literature, experimental design, implementation of original laboratory or field-based research, statistical analysis of data, and the writing of a publishable scientific paper.

RESEARCH FACILITIES

Students in the M.S. program have access to state-of-the-art facilities for research in modern molecular, cell, and whole organism biology.

- cell imaging equipment such as epifluorescence microscopes, confocal laser scanning microscope and flow cytometers
- equipment for molecular biology, such as gradient and quantitative PCR thermocyclers, DNA sequencer, fluorescence microarray reader, various electrophoresis supplies for DNA and protein analysis
- constant temperature lighted growth chambers for plant and phytoplankton
- liquid scintillation counter for radioisotope work
- Geographic Information System (GIS) facility
- NMR spectrometry
- HPLC system

FACULTY RESEARCH INTERESTS

Interested students are strongly encouraged to contact program faculty directly. Applicants must identify potential advisors in their application essay.

David T. Champlin	champlin “at” usm.maine.edu	hormonal control of insect development
Douglas A. Currie	dcurrie “at” usm.maine.edu	cell signaling in the developing mammalian brain
S. Monroe Duboise	duboise “at” usm.maine.edu	virology and environmental microbiology
David Evers	david.evers “at” briloon.org	environmental toxicology of New England wildlife
Louis F. Gainey, Jr.	gainey “at” usm.maine.edu	cell signaling; physiological ecology of marine molluscs
David Harris	deharris “at” usm.maine.edu	cardiovascular disease programs and education
Ira A. Levine	ilevine “at” usm.maine.edu	physiological ecology of commercial red algae
Christine R. Maher	cmaher “at” usm.maine.edu	evolution of social behavior in mammals
Michael Mazurkiewicz	mazurkie “at” usm.maine.edu	estuarine and tidal marsh ecology
Lisa R. Moore	lmoore “at” usm.maine.edu	physiological ecology of marine phytoplankton
Leif Oxburgh	oxburl “at” mmc.org	Embryonic kidney development and acute kidney injury
James D. Paruk	jim.paruk “at” briloon.org	mortality threats and impacts of climate change on loon reproduction
Iain Stenhouse	iain.stenhouse “at” briloon.org	reproductive and behavioral ecology of marine birds
Theresa A. Theodose	theodose “at” usm.maine.edu	salt marsh plant ecology
Jeffrey A. Walker	walker “at” usm.maine.edu	evolutionary physiology of animal locomotion
Kenneth E. Weber	keweber “at” usm.maine.edu	genetic control of wing shape in *Drosophila*
Karen A. Wilson	kwilson “at” usm.maine.edu	freshwater and marine linkages
John P. Wise, Sr.	john.wise “at” usm.maine.edu	human and animal toxicology; molecular epidemiology

Program Requirements

During the first semester, students are required to declare a research topic and to arrange an Advisory Committee, with guidance from their primary faculty advisor. The Advisory Committee consists of the student's primary faculty advisor and at least two other faculty members, of which at least one must be a member of the Department of Biological Sciences.

The degree provides two thesis options: research and literature review. Most students are expected to produce a research thesis, based on an original research project. However, with approval of the student's Advisory Committee, a student may undertake the literature review thesis option, which requires writing a comprehensive analysis of a specific topic. All master's candidates preparing a research thesis must complete a minimum of twenty-four credits of coursework and 6 credits of thesis research. Candidates completing the literature review thesis option must complete thirty-two credits of coursework, which must include at least one laboratory course, and three credits of literature review. Coursework is determined individually for each student in consultation with the student's Advisory Committee.

All students must take four required courses (15-18 credits):
- BIO 601 Research Methods in Biology
- BIO 599 Biostatistics Topics in Biology, AMS 545 Applied Biostatistical Analysis, or STA 588 Introduction to Biostatistics
- BIO 621 Graduate Seminar (minimum of 2 required)
- BIO 698 Thesis Research, or BIO 699 Literature Review

Students also choose electives. To maintain breadth, electives are required in at least two of three areas (selecting from Genetics and Molecular Biology, Physiology, and Ecology and Evolution). Upon approval of the Advisory Committee, students also may take graduate-level courses in other departments.

At the end of the program, the thesis or literature review must be written in a form satisfactory to the Advisory Committee and suitable for submission to a peer-reviewed scientific journal, and the results must be presented in a seminar open to faculty, students, and the public. After the presentation, the student and Advisory Committee will meet to discuss details of the project, paper, and seminar.

The following courses satisfy the three program areas. Also, courses from other departments, specifically the Applied Medical Sciences Department, Chemistry Department, and the Environmental Sciences Department may satisfy some of the program areas.

Genetics and Molecular Biology
- BIO 507 Molecular Mechanisms of Animal Development
- BIO 508 Experimental Genetics
- BIO 509 Cell and Molecular Biology
- BIO 510 Cell and Molecular Biology Laboratory

Physiology
- BIO 501 Animal Physiology
- BIO 502 Animal Physiology Laboratory
- BIO 545 Advanced Pathophysiology
- BIO 611 Endocrinology
- BIO 615 Plant Metabolism

Ecology and Evolution
- BIO 505 Animal Behavior
- BIO 506 Animal Behavior Laboratory
- BIO 511 Estuarine Ecology
- BIO 515 Microbial Ecology
- BIO 516 Microbial Ecology Laboratory
- BIO 517 Issues in Evolution

Laboratory Fees

Laboratory fees are assessed in biology laboratory courses to cover the cost of supplies and materials.

Admission Information

Admission to the M.S. program in biology is competitive and has two basic requirements. First, applicants should have earned a baccalaureate degree from an accredited institution, preferably in some area of biology, with a minimum GPA equivalent to 3.0. Second, admission is also dependent upon a faculty member agreeing to serve as the primary faculty advisor to the student. Therefore, before applying to the program, students must become acquainted with the research interests of individual faculty in or adjunct to the Department of Biological Sciences (http://usm.maine.edu/bio), contact those faculty members to discuss the possibility of working with them in the M.S. program in biology, and identify the faculty member(s) in their application essay.

Students who do not meet the first criterion, but who demonstrate exceptional promise, may be granted conditional admission, during which time they must compensate for any specific deficiency as determined by the Biology Graduate Admissions Committee. Upon successful completion of the conditions, conditional students can be granted regular admission status.

Application Materials

In addition to the materials described in the Admissions chapter of this catalog, applicants must submit the following information:

- **Test scores** Official scores from the General Test of the Graduate Record Examination (GRE) are required. Official scores from the GRE Subject Test in Biology are recommended.
- **Transcripts** Official undergraduate and graduate transcripts are required from any college or university attended.
- **Essay** The essay should discuss your academic goals and anticipated research interests, and should include the name(s) of specific faculty members with whom you have contacted to work.
- **Letters of recommendation** Three letters of recommendation are required from people who can evaluate your potential for success in a master's program in the biological sciences.

Application Deadlines

Applications and supporting materials must be received by February 1 in order to receive priority status for fall admission and consideration of departmental financial support. The application deadline for spring admission is October 15. Students applying for spring admission are less likely to obtain graduate assistantships in their first semester, because most financial aid will be distributed during fall admissions.

Program Policies

In addition to the general policies described in the Academic Policies chapter, this program also includes the following policies.

Transfer credits

Graduate students may transfer a maximum of nine graduate credits, earned within the past 5 years, with a grade of B- or better. Approval of transfer credits must be requested at the time of admission.

Time limit

All courses for the M.S. degree must be completed within 5 years from the time of first matriculation. Students may apply to the program graduate coordinator for an extension, which must be approved by the Department graduate faculty.

Grade policy

Students must earn a grade of B- or better for courses to count toward the M.S. degree. If the cumulative GPA drops below 3.0, the student will be placed on probation. Terms and conditions of probation will be determined by the student's Advisory Committee in consultation with the Office of Graduate Studies.

Eligibility for Financial Aid During Thesis Completion Stage

To be eligible for federal financial aid (including deferment of student loans), a matriculated student must be enrolled in a minimum of six graduate credits in the master's degree program. However, a student who has completed coursework and is engaged in finishing his/her thesis will be considered eligible if he/she meets one of the following conditions:

- Is enrolled in at least six graduate credits
- Or is enrolled in less than six graduate credits, has obtained certification of satisfactory progress from the chair of his/her thesis committee, indicating that the student is actively progressing in the work leading to completion of the master's degree, and is registered for GRS 602 (see course description under Continuous Enrollment & GRS on the Office of Graduate Studies website: http://www.usm.maine.edu/grad).

Course Descriptions

- Undergraduate
- Graduate

Undergraduate

BIO 101 Biological Foundations
An introduction to the areas of current biological interest: molecular and cellular biology, genetics and development, and evolution and population biology. Intended primarily for students selecting a laboratory science to satisfy the Core curriculum or for those students not intending to take other courses in the biological sciences. This course cannot be used as a prerequisite for other biology courses. Cr 3.

BIO 102 Biological Experiences
Laboratory studies to complement and illustrate the concepts presented in BIO 101. Prerequisite: Prior or concurrent registration in BIO 101. 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 Laboratory
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. Cr 3.

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 concurrent enrollment in BIO 105. Students must have fulfilled the University minimum proficiency requirements in writing and mathematics. Cr 1.5.

BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
This is an integrated lecture-laboratory course introducing students to the scientific principles of evolution, biodiversity, and ecology. The lecture and laboratory each meet three hours weekly. Prerequisites: grades of C- or higher in BIO 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. Cr 3.

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

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

BIO 201 Genetics
A study of the organization, transmission and expression of genes and genomes. Prerequisite: grade of C- or higher in BIO 105 or BIO 111, or permission of instructor. Cr 3.

BIO 205 Comparative Vertebrate Anatomy
The comparative study of vertebrate organ systems from an adaptational and evolutionary point of view. Lecture three hours/week; one four-hour laboratory/week. Prerequisites: grade of C- or higher in BIO 109 or BIO 211. Cr 5.

BIO 211 Human Anatomy and Physiology II
This course is a continuation of BIO 111. The structure and function of the endocrine, cardiovascular, respiratory, digestive, and urinary systems will be discussed. Prerequisite: grade of C- or higher in BIO 111. Cr 3.

BIO 212 Practical Human Anatomy and Physiology II
Laboratory studies of the structure and function of the endocrine, cardiovascular, respiratory, reproductive, digestive, and urinary systems. Prerequisite: grade of C- or higher in BIO 112; BIO 211 or concurrently. Cr 1.5.

BIO 217 Evolution
A study of the fossil record, adaptive changes in genes and traits by natural selection, and the evolution of diversity and complexity. Prerequisites: grades of C- or higher in BIO 107 and BIO 201, or permission of instructor. Cr 3.

BIO 231 Botany
A study of structure, function, development, reproduction, and environmental adaptations of representative non-vascular and vascular plants. Lecture three hours/week; one three-hour laboratory/week. Prerequisite: grade of C- or higher in BIO 107 or permission of instructor. Cr 4.5.

BIO 251 History of Biology
A chronological survey of developments in biological investigations from earliest records to the present day. Prerequisite: grade of C- or higher in BIO 105 or 111, or permission of instructor. Cr 3.

BIO 281 Microbiology and Human Disease
Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, fungi, viruses, protozoa and helminths. Prerequisites: grade of C- or higher in BIO 105 or BIO 111, and CHY 107 or CHY 113. This course does not fulfill the Area 3 requirement. 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 3 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 4.5.

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

BIO 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 312 Microbiological Laboratory
The laboratory explores basic techniques of isolation and cultivation of microorganisms, primarily bacteria and fungi. In addition, biochemical, molecular, and genetic analyses of microorganisms are introduced. Prerequisite: prior or concurrent registration in BIO 311. Cr 2.

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 Laboratory
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 331 Ecological Principles
A scientific study of interactions determining the distribution and abundance of organisms. Prerequisite: grade of C- or higher in BIO 107. Cr 3.

BIO 332 Field Ecology
Field studies demonstrating basic concepts of ecology. Prerequisite: BIO 331 or concurrently. Cr 2.

BIO 335 Entomology
Integrated lecture-laboratory course on the biology of insects and their impact on humanity. Prerequisite: grade of C- or higher in BIO 107. Cr 3.

BIO 337 Marine Ecology
A comparative ecological study of coastal and oceanic environments. Lecture, three hours/week; weekly four-hour field trip. Prerequisite: Grade of C- or higher in BIO 107. Cr 5.

BIO 345 Pathophysiology
A study of the physiological, genetic, biochemical and environmental basis of noninfectious diseases. Prerequisite: grade of C- or higher in BIO 109 or BIO 211, or permission of instructor. Cr 3.

BIO 351 Invertebrate Zoology
The morphology, physiology and evolution of invertebrate animals. Three hours of lecture and two, two-hour laboratories per week. Prerequisite: a grade of C- or higher in BIO 107. Cr 5.

BIO 353 Vertebrate Zoology
This course is a survey of the vertebrate animals, focusing on classification, morphology, physiology, ecology, behavior, and evolutionary history of each group. Lecture three hours a week; one four-hour laboratory a week. Prerequisites: grade of C- or higher in BIO 109. Cr 5.

BIO 361 Parasitology
The life histories and host-parasite relationships of animal parasites, with emphasis on those of humans. Prerequisite: grade of C- or higher in BIO 107. Cr 2.

BIO 362 Parasitological Laboratory
The morphology and life cycles of parasitic protozoa, helminths, and arthropods. Prerequisite: BIO 361 or concurrently.
Cr 2.

BIO 381 Plant Physiology
This course is a study of the physiological activities of plants, and their growth and development as influenced by internal and external factors. Lecture three hours/week; one three-hour laboratory/week. Prerequisites: CHY 115 and grade of C- or higher in either BIO 109 or BIO 231; or permission of instructor. Cr 4.5.

BIO 383 Plant Ecology
This course examines plant ecology at the population, community, and ecosystem levels. Plant adaptations to the environment are also discussed, with emphasis on how these traits influence community and ecosystem processes. Weekly field trips are required. Prerequisite: grade of C- or higher in BIO 107. Cr 5.

BIO 401 Animal Physiology
A study of physiological processes and their regulation in animals. Prerequisites: CHY 115, either PHY 111 or PHY 121, and grade of C- or higher in either BIO 107 or BIO 211; or permission of instructor. Cr 3.

BIO 402 Animal Physiology Laboratory
Laboratory examination of physiological mechanisms in animals. Prerequisite: BIO 401 or concurrently; MAT 220. Cr 2.

BIO 403 Comparative Animal Physiology
Physiological and biochemical basis of environmental adaptation in animals. Prerequisites: CHY 115, junior standing, and grade of C- or higher in BIO 107. Cr 3.

BIO 404 Comparative Animal Physiology Laboratory
Laboratory experiments on the physiological basis of environmental adaptation. Emphasis is on marine animals. Prerequisite: BIO 403 or concurrently; MAT 220. Cr 2.

BIO 405 Animal Behavior
This course is a study of the principles of behavioral organization in vertebrate and invertebrate animals, with emphasis on behavior under natural conditions. Prerequisite: grade of C- or higher in BIO 107 or BIO 211, or permission of instructor. Cr 3.

BIO 406 Animal Behavior Laboratory
This course is a laboratory and field examination of behavioral principles in animals. Prerequisite: BIO 405 or concurrently. Cr 2.

BIO 407 Environmental Modulation of Developmental Mechanisms
This is a molecular genetic analysis of development focusing on an integrative approach toward understanding the evolution of developmental mechanisms. Prerequisite: grades of C- or higher in BIO 201 and BIO 305, or permission of instructor. Cr 3.

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

BIO 409 Cell and Molecular Biology
A study of the eukaryotic cell at the level of organelles and molecules. The biochemical aspects of cell growth and reproduction are emphasized. Prerequisites: CHY 115 and either grade of C- or higher in BIO 201 or concurrent enrollment in BIO 201. Cr 3.

BIO 410 Cell and Molecular Biology Laboratory
A course in which the techniques of cell fractionation and biochemical analyses are applied to the eukaryotic cell. Prerequisite: BIO 409 or concurrently. Cr 2.

BIO 415 Microbial Ecology
The course begins with an examination of microbial evolution and biodiversity. It then explores the interactions of microorganisms in populations and within communities, and their interactions with other organisms and the environment, including an examination of physiological adaptations and biogeochemical cycles. Prerequisite: grade of C- or higher in BIO 281 or BIO 311 or equivalent, or permission of instructor. Cr 3.

BIO 416 Microbial Ecology Lab
This is the companion lab course to BIO 415, designed as a hands-on project lab to introduce students to a variety of methods used in microbial ecology. There will be a field, lab, computing and written component to the projects that will be completed during the semester. Microscopic, cell culture, molecular and bioinformatics methods will be employed. Prerequisites: grade of C- or higher in BIO 415 (or equivalent) or concurrent enrollment, or permission of instructor. Cr 2.

BIO 417 Issues in Evolution
This course surveys major issues that motivate current research in evolutionary biology, providing an historical analysis of areas of controversy and alternative points of view within the field. The course is based on selected readings in the theoretical and experimental literature of the field, from primary and classical sources. Prerequisites: grades of C- or higher in BIO 201 and BIO 217; or permission of instructor. Cr 3.

BIO 421 Biology Seminar
Weekly oral reports and discussions by students and staff on biological topics of current interest. Prerequisite: 16 hours of biology or permission of instructor. May be repeated. Cr 1 or 2.

BIO 431 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 107 or BIO 211; or permission of instructor. Cr 3.

BIO 441 Problems in Biology (Independent Studies)
Independent library or laboratory studies on a special topic as mutually arranged by instructor and student. Prerequisite: by arrangement. Credit arranged.

BIO 442 Honors Thesis in Biology
This class is a continuation of the independent studies on a special topic started in BIO 441. This final semester includes a mid-semester thesis draft, a substantive revised thesis based on feedback, and a concluding public, oral defense. Fulfills University Core Curriculum Capstone requirement. Prerequisite: BIO 441, EISRC, and approval by Biology Dept Chair. Credit 3.

Graduate (Back to top**)**

BIO 501 Animal Physiology
A study of physiological processes and their regulation in animals. Cr 3.

BIO 502 Animal Physiology Laboratory
Laboratory examination of physiological mechanisms in animals. Cr 2.

BIO 505 Animal Behavior
This course is a study of the principles of behavioral organization in vertebrate and invertebrate animals, with emphasis on behavior under natural conditions. Cr 3.

BIO 506 Animal Behavior Laboratory
This course is a laboratory and field examination of behavioral principles in animals. Cr 2.

BIO 507 Molecular Mechanisms of Animal Development
A molecular genetic analysis of animal development focusing on an integrative approach toward understanding the evolution of developmental mechanisms. Cr 3.

BIO 508 Experimental Genetics
This course includes both lectures and laboratory exercises in human and fruit fly genetics. Cr 2.

BIO 509 Cell and Molecular Biology
A study of the eukaryotic cell at the level of organelles and molecules. The biochemical aspects of cell growth and reproduction are emphasized.

Cr 3.

BIO 510 Cell and Molecular Biology Laboratory
A course in which the techniques of cell fractionation and biochemical analyses are applied to the eukaryotic cell. Cr 2.

BIO 511 Estuarine Ecology
Integrated lecture/field laboratory course focused on interactions determining the distribution and abundance of life in estuaries. Cr 3.

BIO 515 Microbial Ecology
The course begins with an examination of microbial evolution and biodiversity, and explores the interactions of microorganisms in populations and communities, with other organisms, and with the environment, including an examination of physiological adaptations and biogeochemical cycles. Cr 3.

BIO 516 Microbial Ecology Laboratory
This companion lab course to BIO 515 Microbial Ecology is designed as a hands-on project lab to introduce students to a variety of methods used in microbial ecology. There are field, lab, computer and written components to the projects that will be carried out over the semester. Microscopic, cell culture, molecular, and bioinformatics methods will be employed. Cr 2.

BIO 517 Issues in Evolution
This course surveys major issues that motivate current research in evolutionary biology, providing a historical analysis of active areas of controversy and alternative points of view. The course is based on selected readings in the theoretical and experimental literature of the field, from primary and classical sources. Cr 3.

BIO 545 Advanced Pathophysiology
This course is a study of the physiological, genetic, biochemical, and environmental basis of diseases. Systems to be covered include reproductive, gastrointestinal, respiratory, cardiovascular, nervous, and skeletomuscular. Cr 3.

BIO 601 Research Methods in Biology
This course introduces students to faculty members' research. Students will study the philosophy of science, experimental design, data analysis and interpretation, and writing and assessment of scientific papers. Cr 3.

BIO 602 Ethical Issues in Biology
This course examines a variety of ethical issues arising in biology today, including those related to general scientific research, biotechnology, medicine, and the environment. Cr 2.

BIO 611 Endocrinology
This course examines hormone action in animals and plants at the molecular, cellular, organ, and organismal levels. Topics will include the endocrine control of development, behavior, and physiological processes. Cr 3.

BIO 615 Plant Metabolism
This is an advanced course on the regulation and integration of metabolism as viewed from a whole plant perspective. The course deals with primary metabolic pathways such as respiration, photosynthesis, nitrogen metabolism, and carbohydrate and lipid biosynthesis. Compartmentation of metabolic pathways and communication between cells, tissues, and organs via transport systems are discussed. Cr 3.

BIO 621 Graduate Seminar
This course reviews the literature pertinent to topics of biology. It may be repeated for credit as topics vary. Graduate students must complete at least two different seminars. Cr 1-3.

BIO 650 Internship
In this course, students apply their learning to a practical context under supervision of a faculty member. Cr 1-3.

BIO 660 Graduate Independent Study
Independent work on a special topic as arranged by the student, advisor, and committee. Cr 1-6.

BIO 698 Thesis Research
This course involves thesis research and preparation. It may be repeated for credit, but no more than six credits will apply to the degree. Enrollment is required each term in which the thesis is in progress. Cr 1-6.

BIO 699 Literature Review
This course involves preparation of a review paper based on current biological literature. Prerequisite: permission of the graduate advisor. Cr 1-6.

GRS 602 Thesis Completion
See the complete course description in the "Continuous Enrollment and Residency" section of the Academic Policies chapter. Cr 1.

Computer Science Overview

Chair of the Department: David Briggs

Professors: Alagic, Welty; Associate Professors: Boothe, Briggs, Congdon, MacLeod;

Adjunct Faculty: Bantz, El-Taha, Felch, Heath, Houser, Largay, Rad

The Department of Computer Science offers a four-year program leading to a B.S. in computer science. Computer science courses concern the theory and practice of solving problems by computer. More specifically, computer scientists build and analyze tools that allow complex problems to be solved. A component of computer science is the study and use of various programming languages, but computer science consists of much more than programming. The mathematical theory of computer science aids in determining the efficiency and correctness of algorithms and programs. In addition, a computer scientist must understand how computers are built and operate. The systematic application of general methods and computing technology to actual problems is also part of computer science.

The undergraduate degree in computer science prepares students both for careers in the computing profession and for graduate study. Course requirements ensure that students receive instruction in both practical and theoretical aspects of computer science. The B.S. degree in computer science is accredited by the Computing Accreditation Commission (CAC) of ABET, the national board that accredits computer, engineering, and technology programs (see http://www.abet.org).

Program Objectives

At the time of graduation, USM computer science students will be prepared for careers and/or graduate school. In three to five years, graduates of the USM computer science program will

- have successful professional careers
- be valued, ethical members of their profession and society
- be actively involved in continuing their professional education

Double Majors

Students who opt to pursue a double major with computer science as one of the major fields of study must satisfy all computer science degree requirements. The general requirements for a double major are listed under the heading Double Major in this catalog.

MS in Computer Science

Description

Graduate Director: Suad Alagic

Professors: Alagic, Welty; Associate Professors: Boothe, Briggs, Congdon, MacLeod

Adjunct Faculty: Bantz, El-Taha, Felch, Heath, Houser, Largay

The Department offers a Master of Science in Computer Science and a Graduate Certificate in Software Systems. Additional material describing the programs, students and faculty can be found at the Department's Web site: http://usm.maine.edu/cos.

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

The Graduate Certificate in Software Systems provides courses focused in key contemporary software development technologies. Its chief anticipated audience is local computer professionals wishing to extend their expertise.

Students in the Certificate program may apply to the master's program and courses they have completed for the Certificate may be used in service of the master's degree. Any student who pursues the master's degree having started in the certificate program must meet the published requirements of the master's degree to have it awarded.

Additional Information

For a student with a bachelor's degree in Computer Science, the master's degree offers greater depth in the discipline than what she or he found in undergraduate studies and an opportunity to work on advanced research projects. For students with degrees in other disciplines, including non-scientific disciplines, it offers access to the most dynamic, pervasive technology of our day with its outstanding career options. Many students from other disciplines have transitioned successfully to our Computer Science graduate program, some even continuing to a doctoral degree and an academic career. Anyone with a background in another discipline interested in pursuing a degree in computer science should consult with department members to develop a study plan to that end.

Program Policies

In addition to the general policies described in the Academic Policies section, specific policies of these programs are as follows:

Transfer Credit

A maximum of nine credit hours of transfer credit may be used toward the master's degree. A maximum of three credit hours of transfer credit may be used towards the certificate.

Continuous Enrollment

Every semester a student must either register for a course or for GRS 601 to maintain continuous enrollment. Students who do not maintain continuous enrollment will be dropped from the program and will have to reapply for admission to continue with it. Students who anticipate being unable to take classes may apply in writing for a fixed-term leave of absence. Please see Graduate Students Continuous Enrollment for more information.

Time Limit

All required courses for the master's degree and certificate must be completed within six years prior to graduation. Otherwise, additional coursework must be taken to fulfill program requirements.

Program Requirements

All master's candidates must complete a minimum of thirty total credits, which must include at least eighteen credits of graduate-level computer science courses (computer engineering track requirements differ; consult with the department for details), excluding COS 598. Students must also take either a six-credit master's thesis, COS 698, or a three-credit master's project, COS 699, and an additional graduate course in computer science. At most two approved 400-level computer science courses can be used to fulfill the remaining credit requirements. At most two courses from other departments may be used toward the graduate degree (computer engineering track requirements differ; consult with the department for details). The Computer Science faculty must approve these in advance. Courses taken previously to meet other degree requirements cannot be used in service of the graduate degree.

For each of the following two items, if a student does not have the equivalent of one of the listed courses, then she/he must take one of the listed courses and may use it toward fulfillment of the degree requirements.

Computer Systems
COS 450/550 Operating Systems
COS 457/558 Database Systems

Mathematical Foundations
COS 485/582 Design of Computing Algorithms
COS 480 Theory of Computation (an upper level course in automata theory may be substituted)

The culminating work in the M.S. program must take one of the following two forms:

- COS 698 Master's Thesis: the student works on research under the supervision of a thesis committee composed of faculty members.
- COS 699 Master's Project: the student works on an application of computer science. This could be in the form of a piece of software, a report on a problem, design of an application, etc. The project may be the solution of a problem at the student's place of employment. In this case, a representative of the employer may serve as an additional committee member.

The first option requires a committee of at least three members. The second option requires a committee of at least one faculty member. Both options require that a project proposal addressing a topic in the student's chosen track be approved by the committee. They also require a written final summary document describing the results of the project. This document must be approved by the committee and published according to Departmental guidelines. Oral presentation of the completed project is encouraged.

To ensure that the degree candidate's studies are focused and lead to a deeper knowledge in an area, she or he must take four courses from an approved collection addressing one of the areas of emphasis computer systems, artificial intelligence, software development, computer engineering, or an area designed by the student. For details of the collections associated with the area of emphasis and the process of obtaining approval of a student designed area, see Departmental guidelines.

Admission Information

Each student applying for full admission into the Master of Science program must meet the following requirements (conditional admission status may be granted to students who do not fully meet these requirements):

- A baccalaureate degree from an accredited institution with a grade point average of at least 3.0 on a 4.0 scale (B average).
- The following USM courses or their equivalent with an average grade of 3.0.
    - If pursuing the software development or computer systems track:
      COS 280 Discrete Mathematics II
      COS 285 Data Structures
      COS 350 Systems Programming
      COS 360 Programming Languages
      Note: Students with little or no computing background may need to take some or all of the following courses that are prerequisites to the courses listed above: MAT 145, COS 160/COS 170, COS 161, COS 250/COS 255
    - If pursuing the computer engineering track:
      MAT 152D Calculus A
      MAT 153 Calculus B

      COS 250 Computer Organization and
      COS 255 Computer Organization Laboratory
      or
      ELE 172 Digital Logic and
      ELE 271 Introduction to Microprocessors

      COS 280 Discrete Mathematics II
      COS 350 Systems Programming
      ELE 314 Linear Signals and Systems
      ELE 342 Electronics I

      Note: Students with little or no computing or electrical engineering background may need to take some or all of the following courses that are prerequisites to the courses listed above: MAT 145, COS 160/COS 170, COS 161, COS285, ELE211, ELE 262.
- Official scores for the Graduate Record Examination (GRE). A student applying to the master's program having completed the certificate program does not need to submit scores for the GRE.

Admission to the master's program is competitive and based on an evaluation of the application materials by the Computer Science Graduate Admissions Committee. Students whose first language is not English are required to submit TOEFL or IELTS scores. Applicants whose TOEFL scores are less than 550 on the paper-based TOEFL, 79 on the Internet-based TOEFL, or 213 on the computer-based TOEFL, or an IELTS score of less than 6.5 must demonstrate the language skills requisite for graduate study before they can be admitted.

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

Application Materials

In addition to the materials described in the Admissions section, applicants for these programs must submit three letters of recommendation attesting to the candidate's academic and/or professional accomplishments. Please see Graduate Admissions - Application Instructions and Deadlines by Program for more information on the application process.

Application Deadline

Although we consider applications for admission year round, students seeking financial assistance should submit their applications no later than February 1 for fall semester admission and October 1 for spring semester admission. To be considered for all scholarship opportunities, students are encouraged to apply in early January and September.

Additional Information

For a student with a bachelor's degree in Computer Science, the master's degree offers greater depth in the discipline than what she or he found in undergraduate studies and an opportunity to work on advanced research projects. For students with degrees in other disciplines, including non-scientific disciplines, it offers access to the most dynamic, pervasive technology of our day with its outstanding career options. Many students from other disciplines have transitioned successfully to our Computer Science graduate program, some even continuing to a doctoral degree and an academic career. Anyone with a background in another discipline interested in pursuing a degree in computer science should consult with department members to develop a study plan to that end.

Certificate of Graduate Study in Software Systems

Description

The Graduate Certificate in Software Systems is intended to offer locally employed computer professionals educational opportunities in contemporary software technologies. Computer Science evolves rapidly and new techniques deriving from the proliferation of internet usage, the massive amounts of gathered data, and the attendant security concerns, are developing continuously. Courses of the certificate program address recently developed languages, concepts and methods that were not part of the computer science curriculum of a decade ago.

Additional Information

Program Policies

In addition to the general policies described in the Academic Policies section, specific policies of these programs are as follows:

Transfer Credit

A maximum of nine credit hours of transfer credit may be used toward the master's degree. A maximum of three credit hours of transfer credit may be used towards the certificate.

Continuous Enrollment

Every semester a student must either register for a course or for GRS 601 to maintain continuous enrollment. Students who do not maintain continuous enrollment will be dropped from the program and will have to reapply for admission to continue with it. Students who anticipate being unable to take classes may apply in writing for a fixed-term leave of absence.

Time Limit

All required courses for the master's degree and certificate must be completed within six years prior to graduation. Otherwise, additional coursework must be taken to fulfill program requirements.

Program Requirements

Students enrolled in this program are required to take four courses from a collection of graduate level courses addressing a variety of aspects of contemporary software development. This collection includes COS 430, COS 541, COS 544, COS 558, COS 571, COS 576, COS 579, and COS 595. Students may obtain approval from the department for other coursework to satisfy the requirement, in particular an independent study, COS 697.

In order to be awarded the graduate certificate in software systems, a student must pass each of the four courses with a grade of C or better and attain an average grade of B in all four.

Admission Information

Each student applying for admission into the Certificate in Software Systems program should have a Bachelor's degree in Computer Science or a related discipline with at least a 2.5 GPA. Students with Bachelor's degree in some other discipline must demonstrate a strong background in object-oriented programming languages and significant programming experience to be eligible.

International students are required to satisfy the USM TOEFL or IELTS requirements. Scores for Graduate Record Examination are not required for this program.

Students admitted into the program will be assigned a faculty advisor from the Computer Science Department.

Application Materials

In addition to the materials described in the Admissions section, applicants for these programs must submit three letters of recommendation attesting to the candidate's academic and/or professional accomplishments.

Application Deadline

Although we consider applications for admission year round, students seeking financial assistance should submit their applications no later than February 1 for fall semester admission and October 1 for spring semester admission. To be considered for all scholarship opportunities, students are encouraged to apply in early January and September.

Course Descriptions

- Undergraduate
- Graduate

Undergraduate

Course Fees

In some computer science courses fees are assessed to cover the cost of materials, supplies, and tutorial support staff.

COS 131 Web Programming
In this course students develop actual Web pages and acquire basic skills in Web programming languages such as JavaScript, VBScript, and Active Server Pages. Other topics include: object model, event model, dynamic HTML, Web-enabled databases, and XML. Prerequisite: a programming course or instructor permission. Cr 3.

COS 141 Visual Basic I
Visual Basic is used to introduce students to the fundamental skills of problem solving and programming. The class includes both classroom presentation and instructor-guided laboratory sessions. Small to medium size programming projects are completed. Prerequisite: a working knowledge of the Windows operating system. Cr 3.

COS 142 Visual Basic II
The concepts of COS 141 are extended to present programming in an application development environment. Topics covered in this course include static and dynamic arrays, user defined data types, class modules and dynamic link library development, serial and random access files, database connectivity, advanced Visual Basic controls, ActiveX controls, and Web programming using Active Server Pages. Component Object Modeling (COM) topics will be included. Small to medium size programming projects and a comprehensive final project will be completed. Prerequisite: COS 141 or permission of the instructor. Cr 3.

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

COS 161 Algorithms in Programming
The development of algorithms and their implementations in a higher-level programming language, with emphasis on proper design principles and advanced programming concepts. Introduction to the performance analysis of algorithms. Course requirements include substantial programming projects. Offered each semester. Prerequisites: COS 160, and working knowledge of word processing and Web browsing. Cr 4.

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. Offered each semester. This course must be taken concurrently with COS 160. Cr 1.

COS 211 The C Programming Language

A first course in the C programming language. This course should provide students with fundamental skills of C programming. Small to medium size programming projects will be written. Prerequisite: A previous course in problem solving and programming (e.g., COS 160) or instructor's permission. Cr 3.

COS 214 C++ for Programmers
Introduces the basics of C++ programming. Covers types, expressions, control structures, functions, and a brief introduction to classes and objects. This course will prepare students for further object-oriented courses. Prerequisite: a previous college-level course in problem solving and programming or instructor's permission. Cr 3.

COS 215 Introduction to C++ for C Programmers
The changes in the syntax and semantics of C that resulted in C++ are presented. C++ will be covered up to and including a brief introduction to classes and objects. This course will prepare students for further object-oriented courses. Prerequisite: a previous course in problem solving and programming in C (e.g., COS 211) or instructor's permission. Cr 1.

COS 230 Programming in COBOL
A study of the programming language used primarily in business. Prerequisite: COS 160 or analogous experience. Cr 3.

COS 241 Java Programming
Students will develop software using the Java programming language. Some work on connecting Java applets to Web pages using HTML will be included. Prerequisite: a previous course in problem solving and programming, or instructor's permission. Cr 3.

COS 246 Programming Topics
Topics to be covered may include programming languages not otherwise offered (e.g., Ada, Smalltalk), different programming methodologies (e.g., object-oriented programming), assembly languages, and other specific areas of programming. Prerequisite: COS 161 or permission of instructor. Cr 3.

COS 250 Computer Organization
The basic hardware, architecture, and software of computer systems are covered. Subjects include digital logic design, microprogramming, machine languages, assembly languages, and operating systems. Prerequisite: COS 161. This course must be taken concurrently with COS 255. Typically offered only in the spring semester. Cr 3.

COS 255 Computer Organization Laboratory
Students design, build, and test combinational and sequential logic circuits and write assembly language programs. Typically offered only in the spring semester. This course must be taken concurrently with COS 250. Cr 1.

COS 280 Discrete Mathematics II
Concepts of modern algebra, set theory, Boolean algebra and predicate logic, elements of graph theory, and their application to computer science. This course emphasizes a syntactic approach to proof discovery. Typically offered only in the fall semester. Prerequisites: MAT 145 and COS 160. Cr 4.

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. Typically offered only in the fall semester. Prerequisites: COS 161 and either of MAT 145 or MAT 152, or their equivalents. Cr 3.

COS 350 Systems Programming
A study of systems programming concepts and software, including the C programming language and the Unix programming environment and operating system interface. Students develop their abilities in these areas through programming exercises and projects. Typically offered only in the spring semester. Prerequisites: COS 250, COS 285. Cr 3.

COS 360 Programming Languages
Students will acquire principles of programming languages and systems, such as (i) core notions (syntax, semantics, types, and implementation models), (ii) differing language paradigms (procedural, object-oriented, functional, logic), their design principles, and their implications for programming along with their mathematical foundations. These principles are studied as the basis for (i) applications in modeling and design of computer software, (ii) usage of modern techniques and tools associated with programming language. Typically offered only in the fall semester. Prerequisites: COS 250, COS 285. Cr 3.

COS 368 Graphical User Interface Design
Principles of graphical user interface design are utilized to build working interfaces. The programming language used may vary from offering to offering. Possible languages include Java and C++. Students will work in an object-oriented, event-driven environment. Typically offered once every two years Prerequisite: COS 285 or instructor's permission. Cr 3.

COS 374 Numerical Analysis
A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Typically offered once every two years Prerequisites: MAT 252, MAT 295, COS 160, and permission of instructor. Cr 3.

COS 398 Professional Ethics and Social Impact of Computing
A study of ethical perspectives and social responsibilities of computer professionals. Assigned readings provide the basis for class discussions of such issues as social control and privacy, computer viruses, ACM code of professional conduct, hacking, limits of correctness in computer software, military influence on computer science research and education. Prerequisite: junior or senior standing. Typically offered in spring semester only. Cr 3.

COS 399 Programming Autonomous Robots
Introduction to the programming concepts involved with autonomous robotic systems. Using off-the-shelf "robot kits" students will design a simple robotic platform to meet specific goals. Then, using a common platform for the remainder of the course, students will develop their programming capabilities. Simple open-ended, feedback, and artificial intelligence systems will be explored throughout the course. Several benchmarks and robot competitions will be used to demonstrate the platform and programming learned in the course. Typically offered once every two years Prerequisite: COS 285. Cr 3.

COS 400 Introduction to Simulation Modeling
Introduction to general principles of discrete event simulation modeling. Topics include design of simulation models, their implementation in a computer simulation language, and analysis of simulation data. Applications will emphasize computer and communication science. Requirements include a substantial programming component. Typically offered once every two years Prerequisites: COS 285 and MAT 380 or equivalent. Cr 3.

COS 420 Object-Oriented Design
This course will focus on the construction of object-oriented software. Students will learn conceptual models for organizing objects and object hierarchies, an object-oriented design notation, the application of design patterns, and the use of software development methodologies such as the Agile development process. The capabilities will be used to solve relatively complex problems in a group setting. Typically offered once every two years. Prerequisite: COS 285. Cr 4.

COS 430 Software Engineering
This course covers methods, techniques and tools for modern software development, including topics such as requirements analysis and specification, software design, object-oriented software construction, software verification, and software maintenance. The course relies mostly on object-oriented software technology and related tools. UML is the modeling tool used in this course extended with object-oriented assertion languages such as OCL. In addition to Java, the C# technology is used as an implementation technology in order to expand the students' professional background and make use of the most recently developed industrial tools. Modern specification and verification tools such as JML (Java Modeling Language) and Spec# are used in this course. No prior knowledge of C# and its related tools is required. The course includes assignments involving analysis, design, specification, implementation and verification of object-oriented software. This course satisfies the Core Curriculum Capstone requirement. Typically offered once every two years. Prerequisites: COS 285 or COS 360 or permission of the instructor. Cr 3.

COS 441 Software Architecture
Successful design of complex software systems requires the ability to describe, evaluate and create systems at an architectural level of abstraction. This course introduces architectural design of complex software systems. The course considers commonly-used software system structures, techniques for designing and implementing these structures, models and formal notations for characterizing and reasoning about architectures, tools for generating specific instances of an architecture, and case studies of actual system architectures. It teaches the skills and background needed to evaluate the architectures of existing systems and to design new systems in principled ways using well-founded architectural paradigms. Prerequisite: COS 420 or COS 430. Cr 3.

COS 444 Software Project Management
The course covers project life cycle, including developing the charter, plans and justification, outsourcing and procurement decisions, scope management, time and cost estimation, quality control, personnel management, risk assessment, and the critical role of communication, both internal and external, to the project. Students will learn to lead and participate in significant software projects. Experts from industry will present case studies of success and failure. Typically offered once every two years. Prerequisite: COS 420 or COS 430. Cr 3.

COS 450 Operating Systems
Bottom up construction of a layered operating system beginning with the hardware interface and ending with the user interface. Specific topics covered include concurrent processes, process management, I/O, virtual memory, file management, resource scheduling, and performance measurement. Students are assumed to be familiar with general machine architecture, functions of system software (compilers, loaders, editors, etc.), data structures, and to have some experience with UNIX or another multiprogramming operating system. Typically offered once every two years. Prerequisites: COS 250, COS 350. Cr 3.

COS 452 Computer Graphics
A study of the techniques involved in computer graphics systems. Topics include: point-plotting and line drawing in two- and three-dimensional space; clipping and windowing; geometric modeling; algorithmic solutions to the hidden line and hidden surface problems. Typically offered

once every two years. Prerequisite: COS 285. Cr 4.

COS 455 Computer Architecture
Fundamentals of the design and organization of digital computers. Topics include applications of Boolean algebra to logical design; machine algorithms used in addition, subtraction, multiplication, etc.; types of memory; synchronous and asynchronous operation; minimization of logic circuits. Also, concepts from microprocessors and large parallel computers. Typically offered once every two years Prerequisite: COS 250. Cr 3.

COS 457 Database Systems
Study of the methods and principles of database management systems (DBMS). Topics addressed include DBMS objectives and architecture, data models, the SQL data definition and data manipulation language, and providing Internet access to databases. The entity-relationship and relational models are emphasized and their use required in a design project. Typically offered once every two years Prerequisites: COS 280, COS 285. Cr 3.

COS 460 Computer Networks
An introduction to computer networks. Computer network architecture is described. Other topics include digital data communication, local area networks, wide area networks, internetworks, and the Internet. Specific technologies, including Ethernet and ATM, and protocols, including TCP/IP, will be considered in detail. 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 467 Performance Analysis of Distributed Systems
The objective of the course is to learn techniques that enable assessing the performance of applications running on distributed systems. This is an important topic because software developers should have a good understanding regarding the performance of the distributed applications they develop. This course presents techniques such that the performance of distributed applications can be evaluated. Topics to be covered include queueing theory, simulation, availability, and performability modeling. Other techniques used to assess the performance of distributed systems will be introduced as needed. Prerequisites: COS 450 or COS 460, and MAT 281 or MAT 380. Cr 3.

COS 469 Compiler Construction
Definition of languages via context-free grammars. Organization of a compiler into phases of lexical analysis, parsing, code generation, and optimization. Students will implement a compiler for a Pascal-like language. Typically offered once every two years Prerequisite: COS 360. Cr 3.

COS 470 Topics in Computer Science
Topics to be covered may include philosophy of computers, history of computers, computers and society, simulation, graphics, and other advanced topics. Typically offered once every two years Prerequisite: COS 285 or permission of the instructor. Cr 3.

COS 471 Advanced Database Systems
This course covers object-oriented and XML database technologies, their interfacing and integration. Object-oriented topics include developments from industrial standards such as ODMG and Java Data Objects, query languages such as OQL, Java database technology, object-relational systems, and language integrated queries such as LINQ. The XML technology is represented by schema languages such as XML Schema and query languages such as XQuery. Object-oriented interfaces to XML include DOM, LINQ to XML, LINQ to XSD, as well as other industrial developments. The course includes hands-on experience with advanced database management systems. The requirements include an object-oriented software and database development project, addressed by teams, and a term paper. Typically offered once every two years Prerequisite: permission of the instructor. Cr 3.

COS 472 Artificial Intelligence and Data Mining
An introduction to the underlying concepts and applications of intelligent systems. Topics include heuristic search techniques, pattern matching, rule-based systems, computer representations of knowledge, and machine learning and data mining techniques. Course work includes regular labs and larger projects. Students will learn to conduct research in artificial intelligence and will complete a modest research project. Typically offered once every two years. Prerequisite: COS 350 or permission of instructor. Cr 3.

COS 476 Advanced Object-Oriented Design
This course considers developing object-oriented, multi-tier, Web-based applications. Topics will include object-oriented design patterns in distributed environments, software components, and software frameworks. The course also has a significant hands-on implementation component, and after having completed this course, students will have practical experience with several leading distributed object technologies, including AJAX, Web Services, Enterprise JavaBeans, JDBC, and Servlets. The course is structured so that students will work in teams to develop a medium-sized, multi-tier application that incorporates several of the technologies mentioned above. Lectures will provide an introduction to the technologies and discuss principled ways to apply these technologies. Typically offered once every two years Prerequisite: COS 420 or permission of instructor. Cr 3.

COS 478 Advanced Java Technology
The goal of this course is to provide an in-depth study of the most important and the more advanced components of the Java technology. The

course covers topics such as concurrent object-oriented programming in Java, Java Core Reflection, the underlying virtual platform (the Java Virtual Machine), genericity (parametric polymorphism), persistence, and assertions. Programming assignments include concurrent programming, programming with parametric collection types, dynamic loading and compilation, usage of the Java reflective capabilities, and usage of persistent capabilities available in Java and in its extensions. The outcome of this course is a high-level of professional expertise in the overall Java technology. Typically offered once every two years Prerequisite: COS 360. Cr 3.

COS 479 Software Specification and Verification
This course combines formal and practical object-oriented software techniques in developing the following main themes of object-oriented software technology: (i) object-oriented software systems that provide efficiency and reliability based on an advanced type system and (ii) correctness and behavioral compatibility in software re-use based on object-oriented assertion languages and programming by contract methodology. Practical implications and usage of the general notions such genericity, self typing and reflection in complex software systems will be based on type systems of major object-oriented languages such as Java, C# and Eiffel. The assertion languages demonstrating the main themes in this course are JML (Java Modeling Language) and Spec# (an assertion language for C#). The programming assignments are based on a pragmatic methodology for object-oriented software construction (programming by contract) along with the associated tools including program verification techniques and systems. Typically offered once every two years Prerequisite: COS 360. Cr 3.

COS 480 Theory of Computation
Study of the theoretical foundations of computer science, including elements of set theory and logic, the specification of formal languages via finite automata, regular expressions, push-down automata, context free grammars, and Turing machines. Also introduces the concepts of recursive and recursively enumerable sets. Prerequisite: COS 280. Cr 3.

COS 485 Design of Computing Algorithms
An introduction to the design and analysis of algorithms. Techniques for designing algorithms, such as divide-and-conquer, greedy method, dynamic programming, and backtracking are emphasized and illustrated. Many problems of practical importance are covered including: minimum spanning tree, single source shortest path, traveling salesperson, and graph search. The concepts of NP-completeness are also considered. Substantial programming in a high-level language. Typically offered only in the spring semester. Prerequisite: COS 285. Cr 3.

COS 495 Advanced Web Architectures
The focus of communication over the Internet is shifting to computer-to-computer interaction. Standards for this interaction (ebXML, SOAP, WSFL) are now in place and maturing, and commercial use is exploding. We will survey these standards and evaluate their security, efficiency, and completeness. We will construct several case studies, including Web-based commerce. As a team, we will acquire and learn how to use available tooling, and we will put together working Web services and test their ability to interact with each other. Typically offered once every two years Prerequisites: COS 285 and junior standing. Cr 3.

COS 497 Independent Study in Computer Science
An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. At most, three credits of COS 497 can be used to satisfy degree requirements. Prerequisites: junior or senior standing and permission of the Department chair and instructor. Cr 1-3.

COS 498 Computer Science Internship
An opportunity for students to gain practical experience in computer science-related employment. The University internship program provides placement. This course is offered on a pass/fail basis only, does not fulfill any computer science requirement, and a maximum of 6 credits may be taken. Cr 3.

Graduate (Back to top)

Graduate level computer science courses are generally restricted to graduate students who have successfully gone through an admissions procedure, but others may take them by permission from the instructor.

COS 540 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. Normally offered once every two years. Prerequisite: graduate standing. Cr 3.

COS 541 Software Architecture
Successful design of complex software systems requires the ability to describe, evaluate and create systems at an architectural level of abstraction. This course introduces architectural design of complex software systems. The course considers commonly-used software system structures, techniques for designing and implementing these structures, models and formal notations for characterizing and reasoning about architectures, tools for generating specific instances of an architecture, and case studies of actual system architectures. It teaches the skills and background needed to evaluate the architectures of existing systems and to design new systems in principled ways using well-founded architectural paradigms. Prerequisite: COS 420 or COS 430 or an equivalent. Cr 3.

COS 542 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. Students will design and implement a distributed system. Prerequisites: COS 450 and COS 460, or their equivalents, or permission of instructor. Cr 3.

COS 543 Distributed Systems: A Second Course
A continuation of COS 465/542, the course covers advanced topics relating to distributed systems that are not addressed in the first course. Specific topics include shared data, managing file replication, currency control, distributed transactions, fault tolerance and security. Case studies of existing systems and examination of new developments are also addressed. Normally offered once every two years. Prerequisites: COS 465 or COS 542. Cr 3.

COS 544 Software Project Management
Students will learn how to lead and participate in significant software projects. The course will cover the project life cycle, including developing the charter, plans, and justification; outsourcing and other procurement decisions; management of scope, time, cost, quality, personnel, and risk; and the critical role of communications inside and outside the project. Experts from industry will present case studies of success and failure. Prerequisite: previous bachelor's degree and COS 420 or COS 430. Cr 3.

COS 545 Wireless Data Communication
A seminar-based course that surveys the rapidly evolving field of wireless data networks. Wireless technologies, systems, and services are investigated with emphasis on existing systems and standards. Topics cover mobile data and wireless LANs. Prerequisite: COS 460, an equivalent course, or substantial experience with computer network architecture. Cr 3.

COS 550 Operating Systems
Topics include concurrent processes, process management, I/O, virtual memory, file management, resource scheduling and performance measurement. Prerequisite: graduate standing. Cr 3.

COS 552 Advanced Computer Networks
This second course in computer networks explores recent developments with particular emphasis on fiber optic high speed networks. A laboratory component involving performance evaluation of network protocols may be included. Prerequisite: MAT 380 and COS 460/540 or permission of instructor. Cr 3.

COS 555 Advanced Computer Architecture
This course presents topics from research areas in computer architecture as well as advanced and emerging technologies. Possible topics are parallel machines, content addressable memories, VLSI systems. Prerequisite: COS 455. Cr 3.

COS 558 Database Systems
Study of the methods and principles of database management systems (DBMS). Topics addressed include DBMS objectives and architecture, data models, data definition and manipulation languages (in particular, SQL) and providing internet access to databases. The entity-relationship and relational models are emphasized and their use required in a design project. Prerequisite: graduate standing. Cr 3.

COS 562 Performance Analysis
The course integrates system measurement, analytic modeling, and simulation modeling to develop computer system performance evaluation techniques. The approach will be problem-oriented with emphasis on benchmarking, simulation modeling and queuing models. Subjects covered will include system measurement, operational analysis, simulation modeling, analysis of simulation results, and mean value analysis. Prerequisites: MAT 380 or equivalent and some experience with an operating system. Cr 3.

COS 565 Software Design and Development
A study of techniques and approaches related to the design and development of large scale software products. Consideration of formal methods for specification, analysis, design, implementation, and testing. A "large" group programming project will be the vehicle for much of the learning in this course. Cr 3.

COS 566 Simulation and Analytical Modeling
The theoretical limitations of analytical modeling will be contrasted with the practical limitations of simulation. The BCMP family of analytical models will be presented along with the computational solutions of these models. The use of simulation will be discussed with regard to a high level language (such as SIM-SCRIPT). Such topics as model verification and evaluation of experimental results will be considered. Cr 3.

COS 567 Performance Analysis of Distributed Systems
The objective of the course is to learn techniques to assess the performance of applications running in a distributed manner. Such assessment is important for developers to understand the behavior of the distributed applications they create, and to identify aspects of the applications that are determining performance. The course presents a variety of evaluation techniques, including queueing theory, simulation, and availability and performability modeling. Other techniques will be introduced as needed. Prerequisite: Previous bachelor's degree, COS 450 or COS 460, and MAT 281 or MAT 380. Cr 3.

COS 569 Compiler Construction
Definition of languages via context-free grammars. Organization of a compiler into phases of lexical analysis, parsing, code generation, and optimization. Students will implement a compiler for a Pascal-like language. Normally offered once every two years. Prerequisite: graduate standing. Cr 3.

COS 570 Seminar: Advanced Topics in Computer Science
Topics vary from year to year. Will include current research, emerging technologies, case studies. Normally offered once every two years. Cr 3.

COS 571 Advanced Database Systems
This course covers advanced, post-relational database systems such as object-oriented databases, XML database technologies, integration of different technologies such as LINQ, object oriented interfaces to XML and integration with the object-oriented technology. Object-oriented topics include developments from industrial standards such as ODMG and Java Data Objects, query languages such as OQL, Java database technology, object-relational systems and language integrated queries such as LINQ. Object-oriented interfaces to XML include DOM, LINQ to XML, LINQ to XSD, as well as other industrial developments. The course includes hands-on experience with advanced database management systems such as db4 and Objectivity, LINQ, and object-oriented interfaces to XML. The requirements include object-oriented software and database development projects, and a term paper. Normally offered once every two years. Prerequisite: Permission of the instructor. Cr 3.

COS 572 Artificial Intelligence and Data Mining
An introduction to the underlying concepts and applications of intelligent systems. Topics include heuristic search techniques, pattern matching, rule-based systems, computer representations of knowledge, and machine learning and data mining techniques. Course work includes regular labs and larger projects. Students will learn to conduct research in artificial intelligence and will complete a modest research project. Typically offered once every two years. Prerequisite: COS 350 or permission of instructor. Cr 3.

COS 574 Advanced Computer Graphics
Advanced computer graphics techniques are described and analyzed. Subjects considered include the projection of 3D objects to 2D, hierarchical object representation, representation of 3D curves and surfaces, illumination and shading, solid modeling, and advanced graphics hardware. Prerequisite: COS 452 or permission of instructor. Cr 3.

COS 576 Advanced Object-Oriented Design
This course considers developing object-oriented, multi-tier, Web-based applications. Topics will include object-oriented design patterns in distributed environments, software components, and software frameworks. The course also has a significant hands-on implementation component, and, after completing this course, students will have practical experience with several leading-edge distributed object technologies, including AJAX, Web Services, Enterprise JavaBeans, JDBC, and Servlets. The course is structured so that students will work in teams to develop a medium-sized, multi-tier application that incorporates several of the technologies mentioned above. Lectures will provide an introduction to the technologies and discuss principled ways to apply these technologies. Normally offered once every two years. Prerequisites: COS 420 or COS 430, or permission of instructor. Cr 3.

COS 578 Advanced Java Technology
The goal of this course is to provide an in-depth study of the most important and the more advanced components of the Java technology. The course covers topics such as concurrent object-oriented programming in Java, Java Core Reflection, the underlying virtual platform (the Java Virtual Machine), genericity (parametric polymorphism), persistence, and assertions. Programming assignments include concurrent programming, programming with parametric collection types, dynamic loading and compilation, usage of the Java reflective capabilities, and usage of persistent capabilities available in Java and in its extensions. The outcome of this course is a high-level of professional expertise in the overall Java technology. Normally offered once every two years. Prerequisite: COS 360. Cr 3.

COS 579 Software Specification and Verification
This course combines formal and practical object-oriented software techniques in developing the following main themes of object-oriented software technology: (i) Object-oriented software systems that provide efficiency and reliability based on an advanced type system, and (ii) Correctness and component compatibility in software reuse based on object-oriented assertion languages and programming by contract methodology. Practical implications and usage of the general notions such as genericity and reflection in complex software systems will be based on type systems of major object oriented languages such as Java and C\#. The emerging technology of object-oriented assertion languages and verification systems will be represented in this course by JML (Java Modeling Language), Spec\# (an assertion language for C\#), and Eiffel and Code Contracts. The programming assignments will be based on a pragmatic methodology for object-oriented software construction (programming by contract) along with the associated tools including program verification techniques and systems. The assignments will include usage of advanced typing notions, reflection, and static and dynamic verification of object-oriented software. Normally offered once every two years. Prerequisites: COS 360. Cr 3.

COS 580 Advanced Theory of Computation: Computability and Complexity
Explores the nature of computation from a mathematical point of view, and determines why many fundamentally important computational problems apparently have no efficient solution, or even no solution at all. Topics include models of computation, the Church-Turing thesis, computably enumerable sets, nondecidable problems, the Halting Problem, resource-bounded complexity classes, NP-complete and NP-hard problems, the Traveling Salesman and other optimization problems, and computational reducibility. Connections may also be drawn to the foundations of mathematics and Gödel's Incompleteness Theorem. Prerequisite: COS 480 or permission of instructor. Cr 3.

COS 582 Design and Analysis of Algorithms
Techniques for designing algorithms, such as divide-and-conquer, greedy method, dynamic programming, and backtracking are emphasized and illustrated. Many problems of practical importance are covered, including minimum spanning tree, single source shortest path, traveling salesperson, and graph search. The concepts of NP-completeness are also considered. Prerequisite: graduate standing. Cr 3.

COS 595 Advanced Web Architectures
The focus of communication over the Internet is shifting to "computer-to-computer" interaction. Standards for this interaction (ebXML, SOAP, WSFL) are now in place and maturing, and commercial use is exploding. We will survey these standards and critically evaluate their security, efficiency, and completeness. We will construct several case studies, including Web-based commerce. As a team we will acquire and learn how to use available tooling, and we will put together working Web services and test their ability to interact with each other. Normally offered once every two years. Prerequisite: graduate standing. Cr 3.

COS 598 Internship
Students apply their learning to a specific problem in a practical context under faculty and managerial supervision. See Departmental guidelines for more details. Prerequisites: full graduate standing and prior approval of proposal by instructor and Department chair. Cr 1-3.

COS 697 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Cr 3.

COS 698 Master's Thesis
A six-credit thesis that is one of two options for completing the Master's degree requirements. The thesis project must be supervised by a committee and the project proposal approved in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval. Cr 6.

COS 699 Master's Project
A three-credit project that is one of two options for completing the Master's degree requirements. The project must be supervised by a committee and the project proposal approved in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval. Cr 3.

ELE 517 Robot Modeling
This course focuses on the concepts of kinematics, statics, and the dynamics of serial manipulators, as well as on the analysis and design of robotic structures. Students will conduct case studies of multiple platforms in the Robotics and Intelligence Systems Laboratory. This course complements ELE 418. Prerequisites: ELE 210, COS 160 or permission of instructor. (Lecture 3 hrs.) Cr 3.

ELE 542 Digital VLSI Circuits and Design
This course will examine the principles of internal circuit and layout design of digital VLSI circuits, with an emphasis on CMOS technology. Topics include NMOS and CMOS processes, device physics and SPICE models, logic circuits, electrical and physical design of logic gates, dynamic CMOS circuits, memory, chip layout principles, parasitics, and performance estimation. Simulation, layout, and electronic design automation tools are demonstrated and used. Prerequisites: ELE 172, ELE 342. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 544 Analog Integrated Circuits and Design
This course will examine the principles of internal circuit operation and design of analog integrated circuits, with emphasis on CMOS technology. Topics include analog CMOS processes, devices and device models, bias and reference sources, differential and high gain amplifiers, OTAs and operational amplifiers, frequency response, feedback, stability, and internal compensation with emphasis on the design of CMOS operational amplifiers, power stages, and dc regulators. SPICE simulation, layout, and electronic design automation tools are demonstrated and used in homework assignments and design projects. Prerequisite: ELE 343 or permission. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 545 Special Topics in CMOS Integrated Circuit Design
This course will cover special topics, such as, high performance operational amplifiers, silicon integrated sensors and sensor interface circuits, switched capacitor circuits, oscillators and integrated waveform generators, phase-locked-loop circuits, and memory, among others. Three chosen topics will be emphasized and students will conduct instructor-guided projects that will culminate with chip level design of these circuits. SPICE simulation verifications, layout, and electronic design automation tools will be used extensively. Prerequisite: ELE 442/542 or ELE 444/544. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 586 Digital Signal Processing
This course will cover the basic principles of processing digital signals. Other concepts covered will include sampling and quantization, time and frequency domain representation, analysis of discrete-time signals and systems, FIR and IIR systems, digital filter design, review of classic analog filter design (Butterworth, Chebychev), quantization and finite-precision effects, and DSP hardware. Computers will be used to design and realize various signal processors. Prerequisites: ELE 314 and COS 160 or equivalent. (Lecture 3 hrs.) Cr 3.

ELE 589 Digital Image Processing
This course will focus on the theory and practice of digital processing of images by computer. Students will be introduced to two-dimensional signal processing theory, including sampling, transforms, and filters. Image acquisition and representation, enhancement methods, image coding, image analysis, and image processing hardware also will be covered. Prerequisites: ELE 314 and COS 160 or equivalent. (Lecture 3 hrs; Lab 1

hr.) Cr 3.

Department of Mathematics and Statistics

Mathematics and Statistics Overview

Department location: 302 Payson Smith, Portland

Professors: El-Taha, Gupta; Associate Professors: Aboueissa, McCormick, Peng, Valdés; Lecturers: Brunette, Moore, Woodman

The Department of Mathematics and Statistics offers a four-year program leading to a B.A. in mathematics. In addition to meeting Departmental requirements for a major, all students must also meet the requirements of the school or college involved, and the University Core curriculum requirements.

MS in Statistics

Description

Director: Cheng Peng

Professors: El-Taha, Gupta; Associate Professors: Aboueissa, McCormick, Peng, Valdés;

Adjunct Professor: Thompson

The graduate program in statistics is designed to provide students with a broad knowledge of the concepts and practice of statistics and related fields. Students are prepared to assume positions of responsibility and expertise. Graduates may find employment involving diverse statistics-related activities in business, industry, government, regulatory agencies, insurance companies, biotechnology firms, and marketing research firms. Graduates possess a good foundation to pursue further advanced studies in statistical sciences and allied disciplines.

The graduate program is offered in a flexible 4+1 format where currently enrolled undergraduate students in mathematics and other disciplines at USM may earn both an undergraduate degree and the M.S. degree in statistics in five years. Candidates planning to earn both the undergraduate and the graduate degrees in five years are advised to take MAT 281 Probability and MAT 282 Statistical Inference in the sophomore year, take upper-level undergraduate courses in relevant concentrations in the junior year, and take graduate-level courses in the senior year. The student will receive graduate standing (full matriculation) after satisfactory completion of all requirements for the undergraduate degree. Candidates holding baccalaureate degrees from accredited institutions may join the program directly at the master's level.

Financial Aid

A limited number of teaching assistantships and tuition waivers are available to students receiving regular graduate admission. Requests for an assistantship and/or a tuition waiver should accompany the application.

Program Requirements

The graduate program has three tracks. The highlight of the program is the new Professional Science Master's Program in Biostatistics. The other two tracks are Applied Statistics and Operations Research/Applied Mathematics.

Program Tracks

The graduate program is truly interdisciplinary, providing the student with the opportunity to tailor programs specifically to individual interests. Students may customize their program of study. A list of possible concentrations and relevant courses is listed below:

1. Track One: Professional Science Master's Program in Biostatistics

The University of Southern Maine is offering a new Professional Science Master's (PSM) program as part of the Master's of Science in Statistics. The PSM is a new type of two-year graduate program in the sciences and mathematics that equips students for work in public and private business sectors.

This track provides formal training in applied statistical methods that are commonly used in biomedical, bioinformatics, environmental, and health-related fields. The program emphasizes solving real-world problems that influence health by focusing on up-to-date statistical methodologies and their implementation with strong statistical programming capability. The areas of study include biostatistical study designs, modeling, and the reporting of rigorous statistical results for scientific decision making. Statistical areas of study include clinical trials, experimental design, categorical and longitudinal data analysis, and survival analysis. Internship, technical writing, and management skills are required components of the program. Graduates will ideally find positions in professional settings such as health care agencies, governmental agencies, and the pharmaceutical industry, among others.

Required Courses

I. Core Courses: 15 credits	Credits
AMS 535 Epidemiology	3
AMS 677 Regression Models in Biostatistics	3
or STA 587 Categorical Data Analysis	3
STA 574 Statistical Programming	3
STA 580 Applied Statistical/Biostatical Methods	3
STA 583 Sample Survey Design and Analysis	3
II. Extra Disciplinary Credits: 5 credits	
Ethics	
STA 501 Ethical Issues in Biostatistics Management	2
Select one of the following courses:	
MBA 670 Management Science	3
HPM 636 Health Information Management	3
OPR 561 Deterministic Models in Operations Research	3
III. Practical Experience: 3 credits	
STA 575 Graduate Internship and Writing	3
IV. Electives: Choose 9 credits of the following	
STA/OPR 562 Stochastic Modeling in Operations Research	3
STA/OPR 563 System Modeling and Simulation	3
STA 582 Introduction to Longitudinal Data Analysis	3
STA 584 Advanced Design and Analysis of Experiments	3
STA 585 Linear Models and Forecasting	3
STA 589 Survival Analysis	3
STA 591 Topics in Biostatistics	3

2. Track Two: Applied Statistics

Required Courses:	
STA 574 Statistical Programming	3
STA 580 Applied Statistical/Biostatical Methods	3
Choose from these additional courses:	
STA/OPR 562 Stochastic Modeling	3
STA/OPR 563 Simulation Modeling and Analysis	3
STA/OPR 575 Graduate Internship and Writing	variable
STA 581 Statistical Quality Control	3
STA 582 Introduction to Longitudinal Data Analysis	3
STA 583 Sample Survey Design and Analysis	3
STA 584 Advanced Design and Analysis of Experiments	3
STA 585 Linear Models and Forecasting	3
STA 587 Categorical Data Analysis	3
STA 589 Survival Analysis	3
STA 591 Topics in Biostatistics	3

3. Track Three: Operations Research/Applied Mathematics:

OPR 561 Deterministic Models in Operations Research	3
OPR/STA 562 Stochastic Modeling in Operations Research	3
OPR/STA 563 System Modeling and Simulation	3
STA 580 Applied Statistical/Biostatical Methods	3

Choose from these additional courses:

OPR/STA 564 Queueing Networks	3
OPR/STA 575 Graduate Internship and Writing	variable
STA 581 Statistical Quality Control	3
STA 582 Introduction to Longitudinal Data Analysis	3
STA 583 Sample Survey Design and Analysis	3
STA 584 Advanced Design and Analysis of Experiments	3
STA 585 Linear Models and Forecasting	3
STA 587 Categorical Data Analysis	3
STA 589 Survival Analysis	3
STA 591 Topics in Biostatistics	3

Requirements for Tracks Two and Three

The requirements for the M.S. degree in statistics consist of a minimum of thirty credit hours. At least eighteen credit hours must be graduate courses offered by the graduate program, excluding graduate internship credits, independent study credits, or thesis/project credits. A student meeting the above requirements has the flexibility of taking additional courses subject to the following policies: at most six of the required credits may be earned by taking pre-approved relevant upper level undergraduate courses. Moreover, the student may earn up to three credits by way of internship with local industry. The program will provide guidance in locating internship opportunities.

Requirements for All Tracks

In addition to the specific track requirements all degree students will be subject to the following requirements.

- For students within the 4+1 format, at most two pre-approved relevant graduate courses may be used for both the undergraduate and graduate degrees. At least eighteen credit hours should be taken by students after full matriculation.
- All courses applied toward the graduate degree must be completed within six years of enrollment in the graduate program with a cumulative GPA of 3.0 or better. Otherwise, additional coursework must be taken to fulfill Program Requirements.
- Our program policies allow a student to earn up to three graduate independent-study credits under the supervision of a faculty member associated with our graduate program. With the approval of the graduate committee, a student may transfer a maximum of six credit hours for graduate work completed at other institutions or in other graduate programs at USM, including those listed in concentrations.
- A student must register for at least one course every semester to maintain continuous enrollment. Students who do not maintain continuous enrollment will be dropped from the program and will have to reapply for admission to continue. Students who anticipate being unable to take classes may apply in writing for a fixed-term leave of absence.
- A student whose grade point average (GPA) falls below 3.0 will be placed on academic probation. In this case a student will be allowed 12 semester hours to raise their GPA to, or above, the 3.0 minimum by taking only graduate-level courses. Students unsuccessful in raising their GPA during a probationary period may be dismissed from the program.

Master's Thesis Project Procedure

Students can earn up to six credits by completing a master's thesis/project. If a student chooses to do a master's thesis/project, he/she must select one of the following:

- Option I: Master's Thesis. The student must write a master's thesis (STA/OPR 590).
- Option II: Master's Project. The student must complete a master's project (STA/OPR 590).

Once an option has been selected, the student with his/her advisor must submit a proposal to the Graduate Committee for approval. The thesis/project must be approved by the Graduate Committee in advance.

Once the thesis/project topic has been approved by the Graduate Committee, the student must select a Thesis/Project Committee in consultation with his/her advisor. The Thesis/Project Committee will consist of at least three members, including the advisor. At most, one member of the Thesis/Project Committee may be from outside the Department of Mathematics and Statistics. The Graduate Committee will approve the Thesis/Project Committee.

Although the thesis/project work will be done under the direct supervision of the advisor, the student is expected to keep all committee members apprised of its progress. Once the thesis/project is completed, the student will produce a document describing his/her work. This document must adhere to the format specified by the Graduate Committee. Each Thesis/Project Committee member must be supplied with a copy of this document for review and approval at least two weeks before the intended date of defense.

The defense of the thesis/project should occur no less than sixty days after the approval of the Thesis/Project Committee and will consist of an oral presentation of its content to the University community. The Master's Thesis/Project requirement will be considered fulfilled when the thesis/project has been defended and the final document has been approved by all members of the Thesis/Project Committee.

The entire procedure for the fulfillment of the Master's Project requirement is the same as in the Master's Thesis, except that the project may be in the form of an expository paper in an area of mathematics/statistics/operations research, or it may be a solution of a practical problem in one of these areas, possibly related to the student's employment.

Admission Information

Applications from students with undergraduate degrees in business, computer science, education, mathematics, statistics, engineering, or one of the behavioral or social sciences are encouraged. It is required that the applicant has completed the following USM courses: MAT 153 Calculus B, MAT 281 Probability, and MAT 282 Statistics or their equivalents. Conditional admission status may be granted to students who do not fully meet these requirements, but have a good working knowledge of statistical methods. Upon successful completion of preparatory coursework, the student will be granted regular admission status.

Currently enrolled students at USM may apply for admission any time after attaining junior standing by applying directly to the Office of Graduate Admissions. Additional requirements include copies of all transcripts, current vitae, a personal statement, a GPA of 2.75 or better, and two letters of recommendation.

A student already holding a baccalaureate degree from an accredited institution may apply directly to the Office of Graduate Admissions. Additional requirements include copies of all transcripts, current vitae, a personal statement, a GPA of 3.0 or better, GRE scores, and three letters of recommendation. Applicants whose first language is not English are required to submit TOEFL or IELTS scores. Please see Graduate Admissions - Application Instructions and Deadlines by Program for more information on the application process.

Application Deadlines

The program has a rolling admission policy. However, deadlines for candidates seeking financial support are March 15 for the fall semester and October 15 for the spring semester. Students applying to the graduate program by January 15 are eligible to apply for a tuition waiver for the next academic year.

Certificate of Graduate Study in Statistics

Description

The Department also offers a graduate certificate in statistics for those candidates who are interested in attaining a working knowledge of statistical methodologies.

Program Requirements

To earn the graduate certificate, a candidate must earn a minimum of 15 credits in statistics, at least twelve of which are at the graduate level. A cumulative GPA of 3.0 or better is required in these courses, and they must be completed within six years of enrollment (which is defined as the date when the application for admission to the graduate certificate is accepted by the Graduate Committee). Courses taken for the certificate may also be used toward the master's degree in statistics, as long as they are completed within six years of enrollment in the graduate program (Master of Science in Statistics).

Note: Academic matters not addressed by the Program Description should be referred to the Graduate Committee in writing (official letter) for prompt resolution.

Admission Information

Interested candidates should apply to the Office of Graduate Admissions and submit current vitae, copies of all undergraduate/graduate transcripts, and at least one letter of recommendation. Applicants must hold a baccalaureate degree from an accredited institution with a cumulative GPA of at least 2.75, and must have completed MAT 153, MAT 281, MAT 282 or their equivalents.

Course Descriptions

- Undergraduate

- Graduate

Undergraduate

It is expected that students will possess and be able to operate a basic scientific calculator if they enroll in mathematics courses.

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 101. 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, MAT 140, MAT 152, 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 180/EGN 180 Programming with Mathematica
This course offers an introduction to programming with Mathematica. This course is designed to introduce students to Mathematica's traditional and unique programming features to help them solve typical computational problems encountered in sciences and engineering effectively and efficiently. This course includes many practical examples and hands-on exercises. Prerequisite: None. Cr 1.

MAT 181/EGN 181 Computing with Mathematica
This course offers an introduction to computing with Mathematica. This course is designed to introduce mathematics, science, and engineering students to the basic features of Mathematica, to help them solve typical computational problems encountered in their disciplines effectively and efficiently. This course includes many practical examples and hands-on exercises. Prerequisite: None. Cr 1.

MAT 201 Teaching Seminar
A seminar intended to expose students to teaching introductory college mathematics courses. Students will be expected to participate in discussions concerning issues of pedagogy and classroom management. Some classes will be student-led. Cr 1.

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

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

MAT 242 Applied Problem Solving
This course is designed to introduce mathematical concepts and apply them to solving problems in various contexts. The focus will be on mathematical ideas required by Maine's Learning Results. Topics include sets, functions, logic, numeration systems, and number theory. Students will formulate key questions, gather and organize data, discover patterns and similarities, and interpret and communicate information. Offered only at Lewiston-Auburn College. Prerequisite: MAT 108
Cr 3.

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

MAT 260 Technological Tools for the Mathematical Sciences
MAT 260 is designed for students in mathematics and disciplines which utilize mathematics. Specific topics will include the computer algebra system Mathematica and the technical word-processing system TEX. Prerequisite: MAT 152. Cr 2.

MAT 264 Statistical Software Packages
This course will use statistical packages such as SAS and MINITAB to introduce commonly used statistical methods in a non-theoretical manner. Particular topics might include summary measures, calculation of probabilities associated with various discrete and continuous distributions, confidence intervals and hypothesis testing, analysis of variance, regression, and various non-parametric methods. Some of these methods will be used to analyze real data collected during previous faculty consulting projects. Prerequisite: MAT 212 or consent of Department chair. Cr 2.

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

MAT 282 Statistical Inference
This course will examine various statistical methods and applications such as point and interval estimation; methods of estimation including methods of moments, maximum likelihood and least squares method; hypothesis testing; simple and multiple linear regression; and one-factor and two-factor ANOVA. Some statistical packages such as SAS or MINITAB will be used extensively throughout the course. Prerequisite: MAT 281 or permission of instructor. Cr 3.

MAT 290 Foundations of Mathematics

Selected topics in set theory, symbolic logic, and methods of proofs needed in more advanced mathematics courses. Prerequisite: MAT 153 or permission of the instructor. 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 or permission of the instructor. Cr 4.

MAT 350 Differential Equations
A study of various methods for solving ordinary differential equations, including series methods and Laplace transforms. The course also introduces systems of linear differential equations, Fourier series, and boundary value problems. Prerequisite: MAT 252. Cr 4.

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

MAT 355 Complex Analysis
A study of the complex number system and its applications: differentiation and integration of complex valued functions, the Cauchy integral theorem and formula, Taylor and Laurent series, singularities and residues, conformal mappings. Prerequisite: MAT 252 and MAT 290 or permission of the instructor. Cr 3.

MAT 364 Numerical Analysis
A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisites: MAT 252, MAT 295, and COS 160; or permission of instructor. Cr 3.

MAT 366 Deterministic Models in Operations Research
Formulation and analysis of mathematical models for the optimal solution of decision making problems under certainty. Linear programming; the simplex method, duality and sensitivity analysis. Network analysis: shortest paths, minimal spanning tree, network flows. Introduction to non-linear optimization: convex programming, Kuhn-Tucker conditions. Applications to pricing, allocation, production planning, transportation and scheduling problems. Prerequisites: MAT 153 and MAT 295. Cr 3.

MAT 370 Non-Euclidean Geometry
A development of one or more of the non-Euclidean geometries. Prerequisite: MAT 290 or permission of the instructor. Cr 3.

MAT 371 College Geometry
Selected topics from Euclidean geometry. Prerequisite: MAT 290 or permission of the instructor. Cr 3.

MAT 380 Probability and Statistics
This course explores concepts and techniques of collecting and analyzing statistical data, examines some discrete and continuous probability models, and introduces statistical inference, specifically, hypothesis testing and confidence interval construction. Not for mathematics major credit. Prerequisite: MAT 153. Cr 3.

MAT 383 System Modeling and Simulation
This course is designed to introduce the fundamental elements of successful system modeling using simulation. Applications to computer, communications, and inventory systems, as well as to traditional engineering problems, will be discussed. Topics include model validation and verification, input/output analysis, and the generation of various types of random data. Students are required to conduct a simulation project in their area of interest using a simulation language. Prerequisite: MAT 281 or MAT 380. Cr 3.

MAT 386 Sampling Techniques
Sample random sampling, stratified random sampling, sampling for proportions, estimation of sample size, systematic sampling, multistage sampling, regression and ratio estimates, non-sampling error. Prerequisite: MAT 282 or MAT 380. Cr 3.

MAT 387 Introduction to Applied / Biostatical Methods
This is an introductory statistical methodology course with emphases on applications in biological and health sciences. Topics include distributional theory, estimation and testing hypotheses, rank-based and related distribution free tests, large sample chi-squared tests, analysis of rates and proportions, paired sample methods, permutation and re-sampling methods. Writing formal statistical reports of projects based on real life data is a key component of the course. Prerequisite: permission of instructor. Cr 3.

MAT 388 Statistical Quality Control
Some aspects of quality specifications and tolerances, control charts for attributes and variables, certain inspection plans, plans by attributes and by variables, simple, double, and sequential sampling plans. Prerequisite: MAT 282 or MAT 380. Cr 3.

MAT 392 Theory of Numbers

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

MAT 395 Abstract Algebra
Algebraic structures, such as groups, rings, integral domains, and fields. Prerequisite: MAT 290 or permission of the instructor. Cr 3.

MAT 460 Mathematical Modeling
An introduction to the process of formulating problems in mathematical terms, solving the resulting mathematical model and interpreting the results and evaluating the solutions. Examples will be chosen from the behavioral, biological, and physical sciences. Prerequisites: junior or senior standing, some elementary calculus including differentiation and integration, elementary probability, and some computer programming experience. Cr 3.

MAT 461 Stochastic Models in Operations Research
This course applies probabilistic analysis to such nondeterministic models as queueing models, inventory control models, and reliability models. Additional topics include simulation, elements of dynamic programming, and Markov decision analysis. Prerequisite: MAT 281 or MAT 380, or permission of instructor. Cr 3.

MAT 484 Design and Analysis of Experiments
This course is intended to acquaint students with such standard designs as one-way, two-way, and higher-way layouts, Latin-square and orthogonal Latin-square designs, BIB designs, Youdeen square designs, random effects and mixed effect models, nested designs, and split-plot designs. Prerequisites: MAT 295 and either MAT 282 or MAT 380, or permission of instructor. Cr 3.

MAT 485 Introduction to Applied Regression
This is an introduction to linear regression and time series analysis. Topics include model building, model diagnostics using residual analysis, choice of models, model interpretation, linear time series models, stationary processes, moving average models, autoregressive models, and related models. Technical writing for project reports is required for this course. Prerequisite: MAT 282. Cr 3.

MAT 487 Introduction to Categorical Data Analysis
This is an introductory course in analyzing categorical data arising from a variety of fields such as biological, biomedical and health sciences, social science, engineering, etc. The topics include contingency table analysis, logistic regression and Poisson regression modeling and model diagnostics. Writing formal statistical reports of projects based on real life data is a key component of the course. Prerequisite: permission of instructor. Cr 3.

MAT 490 Topology
An introduction to fundamental concepts in topology, including topological spaces, mappings, convergence, separation and countability, compactness, connectedness, metrization, and other selected topics. Prerequisites: MAT 252 and MAT 290 or permission of the instructor. Cr 3.

MAT 492 Graph Theory and Combinatorics
This course is designed to acquaint students with some fundamental concepts and results of graph theory and combinatorial mathematics. Applications will be made to the behavioral, managerial, computer and social sciences. Prerequisite: MAT 290 or permission of the instructor. Cr 3.

MAT 497 Independent Study in Mathematics
An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. Prerequisites: junior or senior standing, permission of the instructor, and permission of the Department chair. Cr 1-3.

MAT 498 Topics
Selected topics in advanced mathematics. Prerequisite: permission of instructor. Cr 3.

Mathematics Education

MME 445 Teaching 7-12 Mathematics in Maine: Curriculum and Capstone Course
Critical study of programs and techniques for teaching and learning mathematics in grades 7-12 for the slow, average, and advanced pupil, with the use of instructional media. Prerequisites: EDU 210, HRD/SBS 200, and 30 credit hours toward a mathematics major, or permission of the instructor. Cr 3.

Graduate (Back to top**)**

STA 501 Ethical Issues in Biostatistics
This course examines a variety of ethical controversies in biotechnology, medicine, and the environment. It also examines the major ethical principles in conducting biomedical research including ethical aspects related to the production and use of biomedical statistical analyses. Cr 2.

OPR/STA 561 Deterministic Models in Operations Research

Formulation and analysis of deterministic models in operations research, linear programming, integer programming, project management, network flows, dynamic programming, non-linear programming, game theory, and group projects on practical problems from business and industry. Prerequisite: MAT 152 or MAT 295 or permission of instructor. Cr 3.

OPR/STA 562 Stochastic Modeling in Operations Research
Formulation and analysis of stochastic models in operations research, Markov chains, birth-death models, Markov decision models, reliability models, inventory models, applications to real world problems, and group projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor. Cr 3.

OPR/STA 563 System Modeling and Simulation
Basic simulation methodology, general principles of model building, model validation and verification, random number generation, input and output analysis, simulation languages, applications to computer and communication networks, manufacturing, business, and engineering will be considered, and group projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor. Cr 3.

OPR/STA 564 Queuing Networks
Queuing and stochastic service systems, birth-death processes, Markovian queues, open and closed Jackson networks, priority queues, imbedded Markov chain models, optimal control and design, stochastic scheduling, applications to computer and communication networks, manufacturing, business, and engineering will be considered, and projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor. Cr 3.

STA 574 Statistical Programming
This course focuses on statistical programming using software SAS and/or STATA. Topics include, but are not limited to, data management, database programming, statistical graphics, generating statistical reports, Basic statistical procedures (routine), modifying and creating MACROs (Routines) for non-standard statistical methods, etc. Prerequisite: MAT 212 or MAT 282 or permission of instructor. Cr 3.

STA/OPR 575 Graduate Internship and Writing
The course is intended to give students work experience with statistical data analysis through paid or unpaid internship opportunities. The student is expected to spend a minimum of ten weeks working with area businesses on statistical problems approved by the graduate committee. The student will submit to the graduate committee a formal written report on the internship experience. The report format should adhere to all the elements of a formal project/ thesis. At least one oral presentation to the public is expected before the student receives a pass/fail grade. Students within the Biostatistics track are required to take three credits; two for the internship experience and one for the writing component. Cr var.

STA 580 Applied Statistical/Biostatistical Methods
Basics in distribution theory (focus on CLT and Sampling distributions); standard one-, two-sample problems (both parametric and nonparametric); one-, two-way ANOVA; estimation and testing theory (focus on normal theory and the principles of likelihood), various chi-square tests (Wald, Likelihood ratio, and Score tests); and analysis of contingency tables. Prerequisites: MAT 153 and MAT 282. Cr 3.

STA 581 Statistical Quality Control
Methods and philosophy of statistical process control, control charts for variables, control charts for attributes, CUSUM and EWMA control charts, some other statistical process control techniques, process capability analysis, and certain process design and improvements with experimental design. Prerequisite: MAT 282. Cr 3.

STA 582 Introduction to Longitudinal Data Analysis
This is an introductory course on how to use statistical techniques to analyze longitudinal (repeated measures) data and interpret the results from such analysis. The course will focus primarily on application of the various statistical models covered, with direct application illustrated using standard statistical software. Topics include random or mixed-effects models (also called HLM or multilevel models), covariance pattern models, generalized estimating equations (GEE) models, and missing data in longitudinal studies. Cr 3.

STA 583 Sample Survey Design and Analysis
In this course, students will develop an understanding of alternative probability sample designs and the statistical and practical factors that impact design choices. Develop the ability to select an estimator for a population parameter and an estimator of its variance, given a sample design and auxiliary information (covariates). Introduce statistical principles and methods used to study disease and its prevention or treatment in human populations in clinical trials, including phase I to IV clinical trials. Ways of treatment allocation that will ensure valid inference on treatment comparison will be discussed. Other topics include sample size calculation, early stopping of a clinical trial, and noncompliance. Prerequisite: MAT 282. Cr 3.

STA 584 Advanced Design and Analysis of Experiments
Topics covered include: one-way and two-way layouts, factorial experiments, fractional replications in factorial experiments, BIB and PBIB designs, and repeated measure design. Prerequisite: MAT 282. Cr 3.

STA 585 Linear Models and Forecasting
This is an introductory regression and forecasting modeling course. Topics include basic concepts of linear models and forecasting, simple and

multiple linear regression, model building and diagnostics, time series regression and smoothing, and forecasting time series with ARIMA (Autoregressive Integrated Moving Average) and Box-Jenkins models. Prerequisite: MAT 282. Cr 3.

STA 587 Categorical Data Analysis
Topics to be examined include: two-way tables, generalized linear models, logistic and conditional logistic models, loglinear models, fitting strategies, model selection, and residual analysis. Prerequisite: MAT 282. Cr 3.

STA 589 Survival Analysis
Survival and reliability concepts, mathematics of survival models, parametric and non-parametric estimates from complete and censored data, Kaplan-Meier estimators, regression models including Poisson regression and Cox's proportional hazards model, time-dependent covariates, and analysis of rates. Prerequisite: MAT 282. Cr 3.

STA/OPR 590 Master's Project/Thesis
The project must be approved by the graduate program committee in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval. Cr 6.

STA 591 Topics in Biostatistics
Course will be offered on demand. Based on students' interests, the course may cover one or more of the following topics: clinical trials, computer intensive statistical methods, statistical methods in bioinformatics, environmental statistics, or a combination of these topics. Prerequisites: full graduate standing and faculty approval. Cr 3.

STA/OPR 599 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Cr 3.

Nursing Overview

Director of Nursing: Krista Meinersmann

Coordinator of Graduate Nursing Program: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Coordinator of Undergraduate Nursing Programs: Elizabeth Elliott

Faculty in Nursing

Professors: Harris, Spross; Associate Professors: Farmer, Fournier, Hart, Johnson, Meinersmann, Moody, Peake-Godin, Sepples; Assistant Professors: Baugh, Fackler, Randall (Carla), Samia, Sarton; Instructors: Caton-Lemos, Dvorak, Elliott, Martin, Randall (Cynthia) ; Lecturers: Goldenberg, Komisarjevsky, Larsen; Professor Emerita: Childs; Associate Professors Emeritae: Burson, Healy, Keith, MacPherson, Normandeau, Rodgers, Tiffany, Tukey, Vines, Woods Smith; Assistant Professor Emerita: Nealand

The School of Nursing (SON) offers programs leading to a bachelor of science with a major in nursing, a master of science with a major in nursing and a doctor of nursing practice, In addition, it offers a minor in holistic and integrative health and certificates in nursing education and holistic health. Special study options are available for registered nurses seeking to attain a baccalaureate or master's degree in nursing and for students who hold a baccalaureate degree in another field who are interested in a baccalaureate or master's degree in nursing. The nursing programs are approved by the Maine State Board of Nursing. The baccalaureate and master's programs at USM are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036 (202)887-6791.

Philosophy of the School of Nursing

The philosophy of the School of Nursing (SON) is consistent with the mission of the University of Southern Maine. The philosophy of the School of Nursing is built on the concept of community. This community of scholarship creates an environment for reflective learning, faculty and student interactions, and partnering with persons of diverse backgrounds. The faculty are committed to facilitating progress toward current national health care goals and initiatives. The faculty believe in fostering the health of individuals, families, and communities across the lifespan. The faculty believe that nursing practice should occur within a holistic, nurturing, and health promotion framework. The faculty believe in providing education through a model that emphasizes critical thinking, articulate communication, and understanding interdisciplinary care strategies within changing economic and health care systems. The faculty support professional value development and value-based practice that include caring, ethics, social justice, and personal and community empowerment. Our philosophy supports multiple ways of knowing, emphasizes reflective evidence-based nursing practice, and promotes lifelong learning.

The programs of the School of Nursing are subject to change at any time without notice in advance. For more information on the SON visit the Web site at http://usm.maine.edu/nursing.

DNP in Nursing

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The doctor of nursing practice (DNP) prepares graduates to provide the most advanced level of nursing care for individuals and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of nursing systems, and the development and implementation of health policy. The DNP program places emphasis on practice related consideration beyond what a student

typically acquires during their master's level education. The DNP is designed to prepare experts in specialized advanced nursing practice and focuses heavily on practice that is innovative and evidenced-based, reflecting the application of credible research findings. The practice-focused DNP generally includes integrated practice experiences and an intense practice immersion experience. Students in the DNP program generally carry out a practice application-oriented "final capstone project" which is an integral part of the integrated practice experience.

The DNP course of study is targeted to individuals with a master's degree in nursing. (e.g., advanced practice nurses [nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist], nursing management/administration, clinical nurse leader, etc.). In the future students will enter the DNP through additional entry options including BS in Nursing to DNP and Option (second degree) to DNP.

The current DNP program is forty-three credits in length and can be completed on either a full-time or part-time basis. It is expected that students completing the program will attain a minimum of 1,000 clinical hours, which includes incorporation of 500 clinical hours from their master's program.

Program Requirements

The DNP program is approximately five academic semesters in length for full-time students and seven academic semesters in length for part-time students. A total of forty-three credit hours are required for completion of the DNP program; the total credit hours may increase if additional credit hours are needed to complete the capstone project. The number of required residency hours (contact hours) during the doctoral program is a minimum of 500 hours; when added to the clinical hours obtained in the applicants master's program the total should be a minimum of 1,000 contact hours.

Status of RN License and National/State Certification in Advanced Practice Specialty (if applicable):

Once a student is matriculated into the DNP program they are required to notify the coordinator of the DNP and graduate nursing programs of any change in status of their RN license or state/national certification.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the DNP program are as follows.

Admission Credit

This credit, which has been earned at USM prior to matriculation, must be approved by graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. The prerequisite graduate course in statistics will not be accepted for admission credit if older than five years at time of admission. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the DNP Curriculum, Admission, and Advancement Committee (DNP/CAAC).

Transfer Policy and Credit

This credit, which has been earned at an institution other than USM, must be approved at the time of admission and request for approval included as part of the admission application. No graduate courses that are older than five years will be accepted for transfer credit. The prerequisite graduate course in statistics will not be accepted for transfer credit if older than five years at time of admission. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Transfer credits will be noted on the student's USM transcript and counted toward the student's degree.

- For each graduate course the student wishes to be considered for transfer credit, the student must:
  - Have completed the course in question no more than five years prior to beginning doctoral study in nursing at USM.
  - Have submitted, as part of the application file, a transcript that indicates completion of the course under consideration for transfer, with a minimum grade of B.
  - Have submitted a complete syllabus (course name and number, course description and objectives, reading lists, etc.) and supporting documentation (evaluation information, papers/reports, etc.), and indicated the USM course name and number to be considered as equivalent.
- The request will be reviewed by the DNP admissions committee and referred to the faculty designee who has expertise in the area of instruction. The faculty designee may ask for additional information from the student, including an official transcript, or consult with the previous instructor or other sources.
- The designee will then make a recommendation to the DNP admissions committee, and the committee members will vote to determine whether the course(s) is/are considered equivalent.
- The student will be informed of the decision by the chair of DNP admissions committee.
- The result of the request will be documented in the student's SON academic file, and the appropriate information will be filed in the

registrar's office.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the doctoral program, all students must achieve a minimum of a B grade (3.0) for all required courses. The first time a student earns below a B, the course must be retaken successfully (B or above) in order to continue with program progression. A course can only be retaken one time. Unsuccessful completion of the course retaken or of a second course will result in dismissal from the DNP Program and academic withdrawal from the University.

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the DNP Program and academic withdrawal from the University. An incomplete grade in a prerequisite course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.25 GPA is necessary for graduation. Students may only count 3 credits of B- in an elective toward graduation. A cumulative GPA below 2.67 (B-) in any one semester will result in dismissal from the DNP program and academic withdrawal from the University.

General Enrollment

The DNP Curriculum, Admissions, and Advancement Committee (DNP/CAAC) and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals and Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide doctoral students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within 14 days following the student's receipt, in writing, of the decision by the School of Nursing director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the DNP Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Continuous Enrollment

Once matriculated into the DNP program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the DNP and Graduate Nursing Programs or the chairperson of the DNP/GCAAC. Continuous enrollment requires that every doctoral student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the doctoral degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the DNP and Graduate Nursing Programs.

Leave of Absence

All doctoral students may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the DNP and Graduate Nursing Programs or the chairperson of the DNP/GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar. To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the DNP/GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical residency placement based on criminal background. Denial of clinical residency placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence).

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the DNP/GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure and state and national certification in their specialty. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine Doctor of Nursing Practice program is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing's Baccalaureate and Master's Programs are accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The DNP Program of the School of Nursing is subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing (http://usm.maine.edu/nursing). Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.

- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment.

Recommended Course Sequence

Sample: Full-Time Program Sequence (43 credits)

FALL I	Credits
NUR 700 Genetics and Immunology: Scientific Foundations for Practice	4
NUR 702 Informatics Technology	3
MPH 525 American Health System	3
or Graduate Elective (600 or 700)	3
Total credits	10
SPRING I	
NUR 701 Ethical Approaches to Practice Dilemmas	3
MPH 670 Quality Improvement	3
NUR 625 Principles of Health Care Finance	3
or Graduate Elective (600 or 700)	3
Total credits	9
FALL II	
NUR 703 Professional Communication	3
NUR 704 Models of Care: Transforming the Practice Environment	3
AMS 535 Epidemiology	3
Total credits	9
SPRING II	
NUR 705 Clinical Residency & Capstone I	6
Graduate Elective (600 or 700)	3
Total credits	9
FALL III	
NUR 706 Clinical Residency & Capstone II	6
Total credits	6
SPRING III	
GRS 701 Doctoral Continuation	1-3
Total credits	1-3

The Doctor of Nursing Practice (DNP) Courses - All NUR designated courses are "blended" format

Admission Information

Application Deadlines

March 15th for fall admission

- Candidates should submit all application materials to: USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Admission Information

Admission to the DNP program is on a competitive basis. The doctoral program in nursing seeks candidates whose master's preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful doctoral study. Applicants with a

master's degree in nursing (e.g., advanced practice nurses [nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist], nursing management/administration, clinical nurse leader, etc.) are eligible to apply to the DNP program. Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A master's degree in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum graduate cumulative grade point average of 3.25 on a 4.0 scale.
- A graduate course in statistics taken within five years at time of application with a minimum grade of B or taken during the first year of matriculation into the DNP program.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores if English is not first language.
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- The completed DNP application must include an essay describing the candidate's motivation for pursuing this degree and the vision he/she has for the role. The essay is an important part of the application since it demonstrates the applicant's ability to think, organize ideas, and express him/herself well in writing.
- Special essay instructions: maximum three typed double-spaced pages
    - Discuss your specific career goals for pursuing the DNP.
    - Identify prior experiences that have contributed to your decision to apply to a DNP program
    - Discuss how the goals, objectives, and curriculum of USM's program will enable you to meet your post-DNP career goals.
    - Identify a specific clinical problem or issue that could be the focus of your capstone project.
- Current resume.
- A scheduled formal interview with graduate faculty from the School of Nursing will be required following a preliminary review of all required admission materials. Individual consideration will be given to each applicant based upon the total profile presented.

Application material

In addition to the material described in the Admission Information section, applicants must also submit:

- A completed online USM graduate application and application fee.
- Three letters of reference reflecting professional practice and/or academic achievement.
- Evidence (photocopy) of unencumbered current RN licensure as a registered professional nurse.
- Evidence (photocopy) of current national certification in advanced practice specialty and state certification in which currently practicing if applicable.
- Completion of the "Verification of Post-Baccalaureate Clinical and Practice Hours" form.
- Two sets of official transcripts from all colleges or universities attended, including USM if applicable.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Adult-Gerontology Primary Care Nurse Practitioner

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related

disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Adult-Gerontology Primary Care Nurse Practitioner (A-GPCNP) concentration prepares an advanced practice nurse who functions as a primary care practitioner to adolescents, adults, and older adults in the context of families, groups, and communities. The A-GPCNP concentration is four to six academic semesters in length for students taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of 53 credit hours are required for completion of the Adult-Gerontology Primary Care Nurse Practitioner concentration.

The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The adult-gerontology primary care nurse practitioner concentration has a total of 616 clinical hours: 168 hours in clinical semester one, 224 hours in clinical semester two, and 224 hours in clinical semester three.

Graduates who complete this concentration are eligible to sit for national certification as an adult-gerontology primary care nurse practitioner.

Program Requirements

The M.S. program in nursing is four to six academic semesters in length for students taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of fifty-three credit hours are required for completion of the master's degree program in the adult-gerontology primary care nurse practitioner concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years at projected time of first clinical course. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years at projected time of first clinical course. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program and students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

Students in the MS Option Program must receive a minimum of "pass" in undergraduate clinical courses to progress. For a second degree option student who receives a first low pass grade in an undergraduate clinical course, the first low pass course may be repeated once. If the student receives a second low pass in the same or another undergraduate clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students must complete all undergraduate course and clinical requirements before being eligible to start graduate courses.

Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student

complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in either the MS Option Program or the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate

nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

Students enrolled in the full-time MS Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12.

Recommended Course Sequence

Sample: Full-Time Student - 4 Semesters (53 Credits)

FALL I

NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment
BIO 545 Advanced Pathophysiology
NUR 604 Nursing Research
Total Credits 13

SPRING I

NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health in Primary Care
NUR 633 (Course underdevelopment)
NUR 664 Primary Health Care of the Adult I
NUR 667 Clinical Practicum and Seminar I
NUR 608 Applied Theories for Advanced Interpersonal Skills
NUR 606 Leadership, Health Policy, & Role
Total Credits 15

FALL II

NUR 635 (Course under development)
NUR 665 Primary Health Care of the Adult II
NUR 668 Clinical Practicum & Seminar II
NUR 603 Nursing Theory and Knowledge Development
500/600 Elective
Total Credits 15

SPRING II

NUR 666 Primary Health Care of the Adult III
NUR 669 Clinical Practicum and Seminar III
NUR 690 Role Seminar
NUR 658 Clinical Project
Total Credits 10

Sample: Full-Time Student - 6 Semesters (53 Credits)

FALL I

NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment
BIO 545 Advanced Pathophysiology
Total Credits 10

SPRING I

NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, & Role
500/600 Elective
Total Credits 9

FALL II

NUR 603 Nursing Theory and Knowledge Development
NUR 608 Applied Theories for Advanced Interpersonal Skills
NUR 658 Clinical Project
Total Credits 9

SPRING II

NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health in Primary Care
NUR 633 (Course underdevelopment)
NUR 664 Primary Health Care of the Adult I
NUR 667 Clinical Practicum & seminar I
Total Credits 9

FALL III

NUR 635 (Course under development)
NUR 665 Primary Health Care of the Adult II
NUR 668 Clinical Practicum & Seminar II
Total Credits 9

SPRING III

NUR 666 Primary Health Care of the Adult III
NUR 669 Clinical Practicum & Seminar III
NUR 690 Role Seminar
Total Credits 7

Admission Information

Application Deadlines

- Second Degree Direct-Entry MS-Option Program–November 1.
- All other programs (RN - MS and BSN - MS) have the following application cycles:
    - Spring semester admission–October 1
    - Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page.

MS in Nursing - Family Nurse Practitioner

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related

disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Family Nurse Practitioner (FNP) concentration prepares an advanced practice nurse who functions as a primary care practitioner to individuals, families, groups, and communities. The FNP concentration is four to six academic semesters in length for students taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of 53 credit hours are required for completion of the Family Nurse Practitioner concentration.

The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The family nurse practitioner concentration has a total of 616 clinical hours: 168 hours in clinical semester one, 224 hours in clinical semester two, and 224 hours in clinical semester three.

Graduates who complete this concentration are eligible to sit for national certification as a family nurse practitioner.

Program Requirements

The M.S. program in nursing is four to six academic semesters in length for students taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of fifty-three credit hours are required for completion of the master's degree program in the family nurse practitioner concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years at projected time of first clinical course. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years at projected time of first clinical course. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program and students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

Students in the MS Option Program must receive a minimum of "pass" in undergraduate clinical courses to progress. For a second degree option student who receives a first low pass grade in an undergraduate clinical course, the first low pass course may be repeated once. If the student receives a second low pass in the same or another undergraduate clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students must complete all undergraduate course and clinical requirements before being eligible to start graduate courses.

Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student

complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in either the MS Option Program or the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate

nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

Students enrolled in the full-time MS Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample: Full-Time Student - 4 Semesters (53 Credits)

FALL I

NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment
BIO 545 Advanced Pathophysiology
NUR 604 Nursing Research
Total Credits 13

SPRING I

NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health in Primary Care
NUR 652 Primary Care Management of the Well Child
NUR 654 Prenatal Care in Primary Care
NUR 664 Primary Health Care of the Adult I
NUR 667 Clinical Practicum and Seminar I
NUR 608 Applied Theories for Advanced Interpersonal Skills
NUR 606 Leadership, Health Policy, & Role
Total Credits 16

FALL II

NUR 653 Primary Care of the Child with Episodic Illness
NUR 665 Primary Health Care of the Adult II
NUR 668 Clinical Practicum & Seminar II
NUR 603 Nursing Theory and Knowledge Development
500/600 Elective
Total Credits 14

SPRING II

NUR 666 Primary Health Care of the Adult III
NUR 669 Clinical Practicum and Seminar III
NUR 690 Role Seminar
NUR 658 Clinical Project
Total Credits 10

Sample: Full-Time Student - 6 Semesters (53 Credits)

FALL I

NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment
BIO 545 Advanced Pathophysiology
Total Credits 10

SPRING I

NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, & Role
500/600 Elective
Total Credits 9

FALL II

NUR 603 Nursing Theory and Knowledge Development
NUR 608 Applied Theories for Advanced Interpersonal Skills
NUR 658 Clinical Project
Total Credits 9

SPRING II

NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health in Primary Care
NUR 652 Primary Care Management of the Well Child
NUR 654 Prenatal Care in Primary Care
NUR 664 Primary Health Care of the Adult I
NUR 667 Clinical Practicum & seminar I
Total Credits 10

FALL III

NUR 653 Primary Care of the Child with Episodic Illness
NUR 665 Primary Health Care of the Adult II
NUR 668 Clinical Practicum & Seminar II
500/600 Elective
Total Credits 11

SPRING III

NUR 666 Primary Health Care of the Adult III
NUR 669 Clinical Practicum & Seminar III
NUR 690 Role Seminar
Total Credits 7

Admission Information

Application Deadlines

- Second Degree Direct-Entry MS-Option Program–November 1.
- All other programs (RN - MS and BSN - MS) have the following application cycles:
  - Spring semester admission–October 1
  - Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
  - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
  - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
  - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Family Psychiatric/Mental Health Nurse Practitioner

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) concentration prepares an advanced practice nurse with skills in therapeutic interventions and introduces medication management with individuals, families, and groups across the lifespan. The Family Psychiatric Mental Health Nurse Practitioner concentration is four to six semesters in length taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of 53 credit hours are required for the Family Psychiatric Mental Health Nurse Practitioner concentration.

The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The FPMHNP concentration has a total of 616 clinical hours: 168 hours in clinical semester one, 224 hours in clinical semester two, and 224 hours in clinical semester three.

Graduates who complete the FPMHNP concentration are eligible to sit for national certification as a nurse practitioner in family psychiatric/mental health.

Program Requirements

The M.S. program in nursing is four to six academic semesters in length for students taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of fifty-three credit hours are required for completion of the master's degree program in nursing for the family psychiatric/mental health nurse practitioner concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years at projected time of first clinical course. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for transfer credit if older than three years at projected time of first clinical course. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program and students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time if full-time progression is not impacted; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

Students in the MS Option Program must receive a minimum of "pass" in undergraduate clinical courses to progress. For a second degree option student who receives a first low pass grade in an undergraduate clinical course, the first low pass course may be repeated once if full-time progression is not impacted. If the student receives a second low pass in the same or another undergraduate clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students must complete all undergraduate course and clinical requirements before being eligible to start graduate courses.

Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will

be withdrawn from the program.

Students enrolled in either the M.S. Option Program or the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

Students enrolled in the full-time M.S. Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions , University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample: Full time student – 4 semesters (53 Credits)

FALL I
BIO 545 Advanced Pathophysiology
NUR 671 Foundations of Advanced Practice Mental Health Nursing
NUR 672 Biological and Behavioral Components of Mental Health and Illness
NUR 680 Advanced Psychopharmacology
Total credits 12

SPRING I
NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment
NUR 606 Leadership, Health Policy, and Role
NUR 685 Psychiatric Mental Health Care of Children, Adolescents, & Families
NUR 686 Clinical Practicum and Seminar I
Total credits 16

FALL II
NUR 603 Nursing Theory and Knowledge Development
NUR 604 Nursing Research
NUR 674 Psychiatric Mental Health Care of Adults & Older Adults
NUR 673 Clinical Practicum and Seminar II
Total credits 12

SPRING II
NUR 658 Graduate Clinical Project
NUR 676 Psychiatric Mental Health Care of Groups & Vulnerable Populations
NUR 679 Clinical Practicum and Seminar III
NUR 690 Role Seminar
Elective (Graduate)
Total credits 13

Sample: Full time student – 6 semesters (53 Credits)

FALL I
BIO 545 Advanced Pathophysiology
NUR 602 Advanced Health Assessment
NUR 604 Nursing Research
Total credits 10

SPRING I
NUR 601 Advanced Pharmacotherapeutics
NUR 603 Nursing Theory and Knowledge Development
Elective (Graduate)
Total credits 9

FALL II
NUR 671 Foundations of Advanced Practice Mental Health Nursing
NUR 672 Biological and Behavioral Components of Mental Health and Illness
NUR 680 Advanced Psychopharmacology
Total credits 9

SPRING II
NUR 606 Leadership, Health Policy, and Role
NUR 685 Psychiatric Mental Health Care of Children, Adolescents, & Families
NUR 686 Clinical Practicum and Seminar I
Total credits 9

FALL III
NUR 658 Graduate Clinical Project
NUR 673 Clinical Practicum and Seminar II
NUR 674 Psychiatric Mental Health Care of Adults & Older Adults
Total credits 9

SPRING III
NUR 676 Psychiatric Mental Health Care of Groups & Vulnerable Populations
NUR 679 Clinical Practicum and Seminar III
NUR 690 Role Seminar
Total credits 7

Admission Information

Application Deadlines

- Second Degree Direct-Entry MS-Option Program–November 1.
- All other programs (RN – MS and BSN – MS) have the following application cycles:
    - Spring semester admission – October 1
    - Fall semester admission – April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Clinical Nurse Leader (CNL)

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Clinical Nurse Leader (CNL) concentration prepares a generalist who will function as a clinical leader for setting-specific nursing practice. The CNL role is at the point of care with responsibilities in management of care, the care environment, and unit specific patient outcomes. The Clinical Nurse Leader (CNL) concentration is five academic semesters in length for students taking an average of nine (9) credits per semester. Both full-time and part-time studies are available. A total of 42 credit hours are required for completion of this concentration.

The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The clinical nurse leader concentration has a total of 468 clinical hours: 84 hours in clinical semester one, 84 hours in clinical semester two, and 300 hours in clinical semester three.

Graduates who complete this program are eligible to sit for national certification as a clinical nurse leader through the Commission on Nurse Certification.

Program Requirements

The Clinical Nurse Leader concentration in the M.S. program in nursing is five academic semesters in length for students taking an average of nine (9) credits per semester. Both full-time and part-time studies are available. A total of forty-two credit hours are required for completion of the master's degree program in the clinical nurse leader concentration. The number of required clinical/experiential hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal

from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the

instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply.

Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions , University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample: Full-Time Program Sequence (42 Credits)

Clinical Nurse Leader (CNL)

SEMESTER I	Credits
NUR 604 Nursing Research	3
NUR 614 Theoretical Foundation of Leadership & Role*	3
BIO 545 Advanced Pathophysiology	3
Total credits	9
SEMESTER II	
NUR 610 Integrated Health Assessment & Pharmacology*	3
NUR 625 Principles of Health Care Finance	3
HRD 631 Adult Learner	3
Total credits	9
SEMESTER III	
NUR 628 Health Systems, Policy, & Economics*	3
NUR 621 Clinical Seminar I*	3
NUR 615 Clinical Project I*	1
Graduate Elective (500-700)	3
Total credits	10
SEMESTER IV	
NUR 608 Applied Theories of Advanced Interpersonal Skills	3
NUR 624 An Interprofessional Approach to Population-Based Health*	3
NUR 622 Clinical Seminar II*	3
NUR 617 Clinical Project II*	1
Total credits	10
SEMESTER V	
NUR 623 CNL Immersion Clinical Seminar III*	3
NUR 618 Clinical Project III*	1
Total credits	4

*The Graduate Nursing Program reserves the right to delay offering the twenty-four-credit sequence for this concentration until a sufficient cohort is enrolled; minimum of ten students.

Admission Information

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study. Applicant to this concentration must have a minimum of two (2) years of clinical experience as a registered nurse.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and one from a current clinical nurse peer and one from a current clinical supervisor or manager.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Education

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide

leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Nursing Education concentration prepares graduates to teach in entry-level nursing programs in both didactic and clinical courses and engage in other professional roles such as professional staff development. The Nursing Education concentration is four academic semesters in length for students taking an average of nine to twelve (9-12) credits a semester. Both full-time and part-time studies are available. A total of 44 credits are required for completion of this concentration.

The number of required experiential hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The clinical nurse educator concentration has a total of 224 experiential hours: 112 hours in clinical semester one and 112 hours in clinical semester two.

Graduates who complete this program meet the educational criteria for the National League for Nursing (NLN) Nurse Educator Certification. The graduate must also meet the NLN role criteria for certification eligibility.

Program Requirements

The Nursing Education concentration in the M.S. program in nursing is four academic semesters in length for students taking an average of ten to twelve (10-12) credits per semester. Both full-time and part-time studies are available. A total of forty-four credit hours are required for completion of the master's degree program in nursing for the nursing education concentration. The number of required clinical/experiential hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior

to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the

time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our

learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample: Full-Time Program Sequence

Nursing Education

SEMESTER I	Credits
NUR 604 Nursing Research	3
NUR 614 Theoretical Foundation of Leadership & Role*	3
NUR 636 Foundations in Nursing Education	3
BIO 545 Advanced Pathophysiology	3
Total credits	12
SEMESTER II	
NUR 610 Integrated Health Assessment & Pharmacology*	3
NUR 625 Principles of Health Care Finance	3
NUR 637 Methods of Education in Nursing	3
HRD 631 Adult Learner	3
Total credits	12
SEMESTER III	
NUR 608 Applied Theories for Advance Interpersonal Skills	3
NUR 628 Health Systems, Policy, & Economics*	3
NUR 615 Clinical Project I*	1
NUR 621 Clinical Seminar I*	3
Total credits	10
SEMESTER IV	
NUR 624 An Interprofessional Approach to Population-Based Health*	3
NUR 622 Clinical Seminar II*	3
NUR 617 Clinical Project II*	1
Graduate Elective (500-700 level)	3
Total credits	10
Total Graduate Program credits: Nursing Education	44

*The Graduate Nursing Program reserves the right to delay offering the twenty-credit sequence for this concentration until a sufficient cohort is enrolled; minimum of ten students.

Admission Information

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Management

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Nursing Management concentration prepares graduates for roles in management, leadership, and quality assessment in a variety of settings. The program is designed to enhance the ability of nurses to think and act strategically and collaboratively, engage in management, participate in policy decision-making, and lead organizations through health care change, with the ultimate goal of improving patient outcomes. The Nursing Management concentration is four academic semesters in length for students taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of 38 credits are required for completion of this concentration.

The number of required experiential hours (contact hours) is not based on a credit hour to contact hour basis. The nurse management concentration has a total of 224 experiential hours: 112 hours in clinical semester one and 112 hours in clinical semester two.

Graduates who complete this program meet the educational criteria for the American Nurses Credentialing Center (ANCC) Nurse Executive Advanced Certification. The graduate must also meet the ANCC role criteria for certification eligibility.

Program Requirements

The Nursing Management concentration in the M.S. program in nursing is four academic semesters in length for students taking an average of ten (10) credits per semester. Both full-time and part-time studies are available. A total of thirty-eight credit hours are required for completion of the master's degree program in nursing in the nursing management concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or

activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave

of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissons , University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic

backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample: Full-Time Program Sequence (38 Credits)

Nursing Management

SEMESTER I	Credits
NUR 604 Nursing Research	3
NUR 614 Theoretical Foundation of Leadership & Role*	3
MPH 675 Health Information Management	3
Graduate elective (500-700 level)	3
Total credits	12

SEMESTER II	
NUR 608 Applied Theories for Advance Interpersonal Skills	3
NUR 625 Principles of Health Care Finance	3
MPH 670 Quality Improvement	3
HRD 631 Adult Learner	3
Total credits	12

SEMESTER III	
NUR 628 Health Systems, Policy, & Economics*	3
NUR 615 Clinical Project I*	1
NUR 621 Clinical Seminar I*	3
Total credits	7

SEMESTER IV	
NUR 624 An Interprofessional Approach to Population-Based Health*	3
NUR 622 Clinical Seminar II*	3
NUR 617 Clinical Project II*	1
Total credits	7

*The Graduate Nursing Program reserves the right to delay offering the seventeen-credit sequence for this concentration until a sufficient cohort is enrolled; minimum of ten students.

Admission Information

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Dual Degree: Master of Science in Nursing and Master of Business Administration

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

In collaboration with the School of Business, the School of Nursing offers a joint Master of Science in Nursing/Master of Business Administration (M.S./M.B.A.). The dual master's degree in nursing and business administration at the University of Southern Maine is designed for students in the health professions who wish to combine advanced nursing practice with the analytical tools of business. Graduates are prepared for leadership positions in health care with emphasis on developing the skills needed to inform and guide organizational change.

Admission to this program is done jointly by the School of Nursing and the School of Business. Several factors are evaluated in determining a candidate's admissibility to the two programs that make up the dual degree. Included in the assessment of a candidate's potential to perform satisfactorily in the programs are the undergraduate grade point average, accredited nursing baccalaureate degree, and academic performance in any previous graduate coursework,

The number of required clinical hours (contact hours) in the nursing component is not based on a credit hour-to-contact hour basis. The MS portion of the degree has a total of 336 clinical hours: 168 hours in Clinical Immersion I and 168 hours in Clinical Immersion II.

Students must complete all course requirements from nursing and business prior to the awarding of either degree.

Program Requirements

The nursing portion of this dual degree is approximately two academic semesters in length for students taking an average of ten (10) credits per semester. Both full-time and part-time studies are available. A total of twenty-one credit hours are required for completion of the graduate nursing component of the MS/MBA degree.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

In the graduate program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.

- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample: Program Course Sequence

Theoretical Nursing Core (21 credit hours)
NUR 603 Nursing Theory and Knowledge Development
NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, and Role
NUR 608 Applied Theories for Advanced Interpersonal Skills (Must precede or be concurrent with NUR 658)
NUR 658 Graduate Clinical Project (Prerequisites: NUR 603 and NUR 604)
NUR 697 Nursing Management Clinical Immersion I (168 hours of practicum)
NUR 698 Nursing Management Clinical Immersion II (168 hours of practicum) (Prerequisite: NUR 697)

MBA Foundation Courses* (15 credit hours – all courses are 3-credit hours)
EDU 671 Organizational Behavior
MBA 501 Economic Analysis
MBA 502 Financial Accounting
MBA 504 Probability and Statistics for Business Decision Making
MBA 505 Financial Management (Prerequisites: MBA 501, 502, 504)
*MBA Foundation courses may be waived based on prior undergraduate course work with equivalent content and grade of C (2.0) or better.

MBA Core and Electives (30 credit hours)
ACC 630 Management Accounting Systems (Prerequisites: MBA 501, 502)
MBA 611 Introduction to Organizational Change (Prerequisite: EDU 671)
MBA 612 Topics in International Business (Prerequisites vary by instructor)
MBA 615 Ethical and Legal Issues in Business
MBA 62X Select Finance course (Prerequisite: MBA 505)
MBA 660 Managerial Marketing (Prerequisite MBA 502)
MBA 670 Management Science (Prerequisite: MBA 504)
MBA 674 Topics in Information Systems Management
MBA 675 Production/Operations Management (Prerequisite: MBA 670)
or MBA 672 Supply Chain Management (Prerequisite: MBA 670)
MBA 698 Practicum (Taken in the final semester of coursework.)
Electives (9 credits – fulfilled by Theoretical Nursing Core)

Admission Information

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

Admission to the Master of Science in Nursing/Master of Buisness Admisintration (MS/MBA) degree program is on a competitive basis. Candidates must apply to and be accepted by both programs in order to be admitted to the dual degree program. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.

- An undergraduate course in total health assessment.
- Test Scores: GRE taken with five years of application submission
    - Graduate Record Examination (GRE):
        - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
        - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Option for Non-Nurses with Baccalaureate Degrees

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

This program allows students who hold a baccalaureate degree in another field to earn a master's degree in nursing in three years of full-time study. Students taking this program build their undergraduate and graduate nursing courses upon previous academic and life experiences. Admission is competitive and limited. This program requires full-time enrollment in the planned sequence of study.

During the first year, students admitted to the Option program complete 500-level cross-listed courses, as well as two upper-division undergraduate courses. Upon completion of the summer of the second year, or after completing nine credits of graduate study following completion of undergraduate courses, students must sit for the State Board Examination (NCLEX-RN) and become licensed as a registered nurse. Failure to pass the NCLEX-RN licensure examination prior to the first graduate clinical practicum will stop progression in the program. Upon completion of all graduate courses, a Master of Science in Nursing is conferred.

Program Requirements

Prerequisite Course Requirements

Due to the intensity of the MS Option Program, every applicant is required to have completed an undergraduate statistics course with a grade of B- or above prior to their May matriculation. In order to reduce the number of credits during the first summer (Summer I), it is strongly recommended that students complete an undergraduate pathophysiology course with a grade of B- or above; USM course or comparable. Students, who complete a research course other than CON 521 at USM, must submit an electronic copy of the course syllabus for review to determine content equivalency at the time of admission to the program.

- If course(s) are taken at an institution other than USM, transcripts must be requested by student at completion of course(s) and forwarded

to the School of Nursing to be placed in academic file.
- All remaining courses not completed prior to matriculation will be incorporated into the first summer course schedule (Summer I).
- All courses completed prior to matriculation and considered for transfer must have a grade of B- or above.
- Completion of a course in anatomy and physiology is highly recommended.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the first year of their program, students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to second-year courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than B- in a required course that is repeated or in a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

Students in the MS Option Program must receive a minimum of "pass" in first-year clinical courses to progress. For a second-degree option student who receives a first low pass grade in a first-year clinical course, the first low pass may be repeated once. If the student receives a second low pass in the same or another first-year clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students must complete all first-year course and clinical requirements before being eligible to start the second-year courses (Summer II).

Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the second- and third-year years of the program, all students must achieve a minimum of a B- grade for all required courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A second- or third-year course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director

and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the MS Option Program must successfully complete all of the first-year requirements before starting their second-year course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

Students enrolled in the full-time MS Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within three years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

The Graduate Admissions Committee will review each individual's undergraduate coursework and make individual prerequisite requirements if any one or more areas are significantly under represented. (For instance, an individual whose major includes no social sciences may be required to take sociology/psychology courses.)

Sample: Full-time 3-year program sequence

Summer I (Year 1)
- BIO 345 Pathophysiology
- CON 521 Health Related Research
- CON 502 Pharmacology
- CON 556 Concepts in Community Health
- NUR 509 Health Assessment
- NUR 508 Health Assessment Practicum
- NUR 511 Transition to Professional Nursing Role for MS Option Students
- NUR 514 Fundamentals of Nursing Lab for MS Option Students
- NUR 512 Nursing Arts and Science for MS Option Students
- Total Credits: 23

Fall I
- NUR 541 Adult/Older Adult Health Nursing
- NUR 542 Adult/Older Adult Health Nursing Lab
- NUR 530 Mental Health Nursing for MS Option Students
- NUR 531 Mental Health Nursing Lab
- NUR 538 Older Adult Health Nursing Community Partnership for MS Option Students
- NUR 532 Nursing Care of the Older Adult in the Community
- Total Credits: 17

Spring I
- NUR 543 Reproductive and Sexual Health Nursing
- NUR 544 Reproductive and Sexual Health Nursing Lab
- NUR 545 Child Health Nursing
- NUR 516 Child Health Nursing Lab
- NUR 513 Advanced Nursing Skills Lab
- NUR 523 Management of the Critically Ill Adult/Older Adult for MS Option Students
- NUR 526 Management of the Critically Ill Adult/Older Adult Clinical for MS Option Students
- Total Credits: 18

Total Credits - Year 1 : 49-61

Summer II (Year 2)
- Begin study in one of the following advanced practice nursing concentrations:
  - Family Nurse Practitioner
  - Family Psychiatric Mental Health Nurse Practitioner
  - (See appropriate sections below for sample program sequences)

Summer II – Both Concentrations - 9 credits
- NUR 604 – Nursing Research
- NUR 606 – Leadership, Health Policy, & Role
- BIO 545 – Advanced Pathophysiology

Family Nurse Practitioner Concentration

Fall II – 13 credits
- NUR 601 – Advanced Pharmacotherapy
- NUR 602 – Advanced Health Assessment

NUR 603 – Nursing Theory & Knowledge Development
NUR 608 - Applied Theories for Advanced Interpersonal Skills

Spring II – 10 credits
NUR 650 – Primary Care of the Adolescent
NUR 651 - Women's Health in Primary Care
NUR 652 – Primary Care Management of the Well Child
NUR 654 – Prenatal Care in Primary Care
NUR 664 – Primary Health Care of the Adult I
NUR 667 – Clinical Practicum & Seminar I

Summer III – 3 credits
Graduate elective – 500/600 level course

Fall III – 11 credits
NUR 653 – Primary Care of the Child with Episodic Illness
NUR 658 – Clinical Project
NUR 665 – Primary Health Care of the Adult II
NUR 668 – Clinical Practicum & Seminar II

Spring III – 7 to 10 credits
NUR 658 – Clinical Project (3 credits) if not taken in Fall III
NUR 666 – Primary Health Care of the Adult III (3 credits)
NUR 669 – Clinical Practicum & Seminar III (3 credits)
NUR 690 – Role Seminar (1 credit)

Total Credits - Years 2 + 3: 53

Total Program Credits: 102-114

Family Psychiatric Mental Health Nurse Practitioner Concentration

Fall II – 13 credits
NUR 602 – Advanced Health Assessment
NUR 671 – Foundations of Advanced Practice Mental Health Nursing
NUR 672 – Biological & Behavioral Components of Mental Health & Illness
NUR 680 – Advanced Psychopharmacology

Spring II – 12 credits
NUR 601 – Advanced Pharmacotherapeutics
NUR 603 – Nursing Theory & Knowledge Development
NUR 685 – Advanced Psychiatric Mental Health Care of Children, Adolescents, & Families
NUR 686 – Clinical Practicum & Seminar I

Summer III – 3 credits
Graduate elective – 500/600 level course

Fall III - 9 credits
NUR 658 – Clinical Project
NUR 674 – Advanced Psychiatric Mental Health Care of Adults & Older Adults
NUR 673 – Clinical Practicum & Seminar II

Spring III - 7-10 credits
NUR 658 – Clinical Project (3 credits) if not taken in Fall III
NUR 679 – Advanced Psychiatric Mental Health Care of Groups & Vulnerable Populations
NUR 676 – Clinical Practicum & Seminar III
NUR 690 – Role Seminar

Total Credits - Years 2 + 3: 53

Total Program Credits: 102-114

Admission Information

Application Deadlines

Second Degree Direct-Entry MS-Option Program–November 1.

Admission Information

Admission to the Master of Science degree Option program is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A minimum of a baccalaureate degree from an accredited college or university.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics, with a minimum grade of B.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - RN to Master of Science Degree Program for Registered Nurses

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The RN to Master of Science degree program at the University of Southern Maine School of Nursing has been created specifically for registered nurses whose career goals will be enhanced through graduate study. The program facilitates and supports educational mobility and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses have been completed, students in this program proceed directly into the master's program, bypassing the baccalaureate degree.

This program is designed so that students may complete the required junior and senior undergraduate nursing courses in twelve to eighteen months, if attending full time. Part-time study is also possible. The RN completes courses in new areas of content. In addition, there is assessment of and credit for previously attained knowledge and skill.

The RN to master's program is built upon prerequisites to the nursing major that include courses in the natural and behavioral sciences, humanities, fine arts, and core courses required of all undergraduate students at USM.

The following areas of specialization are offered in the graduate program for RN to MS applicants:

- Family Nurse Practitioner (FNP)
- Family Psychiatric/Mental Health Nurse Practitioner (FPMH/NP)
- Clinical Nurse Leader
- Nursing Management
- Nursing Education

Program Requirements

Undergraduate Requirements

The program facilitates and supports educational mobility and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses have been completed, students in this program proceed directly into the master's program, bypassing the baccalaureate degree. This option is designed so that students may complete the required junior and senior undergraduate nursing courses in one full-time year, beginning in May and ending the following May. Part-time study is also possible.

The R.N. is offered both courses in new areas of content and assessment of and credit for previously attained knowledge and skill. The R.N. to master's program is built upon prerequisites to the nursing major that include courses in the physical and behavioral sciences, humanities, fine arts, and core courses required of all undergraduate students at USM.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. A maximum of six credit hours may be approved for admission credit. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be

placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the R.N. to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

Eligible students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment

policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Credits-by-Examination

Credits-by-examination may be earned in selected non-nursing courses. Non-nursing undergraduate courses open to credit by examination include English composition, general psychology and sociology, growth and development, human anatomy and physiology, and pathophysiology. Contact the Office for Prior Learning Assessment, (207) 780-4663, for an appointment or information.

Required Undergraduate Courses	Credits
PSY/MAT XXX Statistics	3/4
BIO 345 Pathophysiology	3
NUR 308 Professional Communications and Technology Utilization in Nursing *	3
NUR 309/310 Health Assessment I Practicum Lab	4
CON 321 Health-Related Research	3
NUR 314 RN Credit Options	30
CON 356 Concepts in Community Health	3
NUR 419 Community Nursing Partnerships for RNs**	2

*Not required if RN has completed a baccalaureate degree in another field.

**NUR 419 may not be taken unless RN credit options have been completed and posted.

Sequencing of Courses

Some courses and credits-by-examination have prerequisites which must be completed prior to enrollment. Some prerequisites may transfer into USM from another accredited institution; others may be taken at USM.

Upon completion of undergraduate courses, the R.N. to Master of Science student enrolls in graduate courses. All graduate courses are required and concentrations total thirty-eight to fifty-four credits.

Basic Nursing Credits

The School of Nursing recognizes 30 credits (NUR 314) for basic nursing courses transferred from an associate degree (ADN) program accredited by the National League for Nursing at the time the degree was awarded.

These credits are applied toward fulfillment of the undergraduate requirements for RN students who have successfully completed CON 308 Professional Communication and Technology Utilization in Nursing and Health Sciences.

Students who have not graduated from an accredited associate degree program may sit for a comprehensive nursing examination or complete a portfolio documenting their nursing knowledge and experience.

The last 2 years of the RN-MS graduate program in nursing is four academic semesters in length, depending on speciality concentratin, for students taking an average of ten to twelve (10-12) credits per semester. Both full-time and part-time study options are available. Students must complete the program within six years.

Admission Information

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- An associate degree or diploma in nursing from a program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

MS in Nursing - Master of Science Degree for Certified or State-Approved Advanced Practice Nurses

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The Master of Science degree program for certified or state-approved Advanced Practice Nurses is designed to meet the educational needs of certified nurse practitioners who do not hold either a baccalaureate and/or master's degree in nursing. Program length varies according to the academic credentials of the individual entering the program.

Program Requirements

Those practitioners without a baccalaureate degree must complete additional undergraduate coursework required in the RN to MS program. Certified and state approved Advanced Practice RN to MS students are not required to take undergraduate health assessment, microbiology, pathophysiology, or NUR 419 (Community Nursing Partnership for RNs).

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program (if applicable), students must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the Master of Science Degree Program must successfully complete all of the required undergraduate requirements, if applicable, before starting their graduate course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.

- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample: Full-Time Program Sequence (27 Credits)

FALL I	Credits
NUR 601 Advanced Pharmacotherapeutics	3
NUR 603 Nursing Theory and Knowledge Development	3
Graduate Elective I	3
Total credits	9
SPRING I	
NUR 604 Nursing Research	3
NUR 608 Applied Theories of Advanced Interpersonal Skills	3
Graduate Elective II	3
Total credits	9
FALL II	
NUR 606 Leadership, Health Policy, and Role	3
NUR 658 Graduate Clinical Project	3
Graduate Elective III	3
Total credits	9

Note: RN to MS students (not having a baccalaureate degree in nursing) must complete additional undergraduate coursework.

For women's health nurse practitioners, an articulation agreement regarding course credit review has been established with Planned Parenthood Federation of America, Inc., of Philadelphia, PA. Graduates of other programs will be evaluated on an individual basis.

Admission Information

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.

- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- A undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
    - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
    - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

Certificate of Advanced Study in Nursing - Post-Masters Certificate

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

The post-master's certificate is designed to meet the educational needs of the master's prepared registered nurse interested in obtaining preparation for practice in an additional specialty. Students enrolled in this program join the master's students enrolled in the respective concentrations.

Post-Master's Certificates of Advanced Study (CAS) are available in the following specialties:

- Family Nurse Practitioner (FNP)
- Family Psychiatric/Mental Health Nurse Practitioner (FPMH/NP)
- Nursing Education
- Nursing Management
- Clinical Nurse Leader

Program Requirements

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years at projected time of first clinical course. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years at projected time of first clinical course. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the graduate program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on

Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

EXAMPLES:

Program Requirements for Family Nurse Practitioner	Credits
NUR 601 Advanced Pharmacotherapeutics	3
NUR 602 Advanced Health Assessment	4
BIO 545 Advanced Pathophysiology	3
NUR 608 Applied Theories for Advanced InterpersonalSkills	3
Clinical Concentration Courses NUR 664, NUR 665, NUR 666,NUR 667, NUR 668, and NUR 669	18
NUR 650 Primary Care of the Adolescent	1
NUR 651 Women's Health in Primary Care	1
NUR 652 Primary Care Management of the Well Child	1
NUR 653 Primary Care of the Child with Episodic Illness	2
NUR 654 Prenatal Care in Primary Care	1
NUR 690 Role Seminar	1
Total Credits	38

Program Requirements for Family Psychiatric/Mental Health Nurse Practitioner	Credits

NUR 671 Foundations of Advanced Practice Mental HealthNursing	3
NUR 672 Biological and Behavioral Components of MentalHealth and Illness	3
NUR 601 Advance Pharmacotherapeutics	3
NUR 680 Advanced Psychopharmacology	3
BIO 545 Advanced Pathophysiology	3
NUR 602 Advanced Health Assessment	4
Clinical Concentration Courses NUR 685, NUR 686, NUR673, NUR674, NUR 676, and NUR 679	18
NUR 690 Role Seminar	1
Total Credits	38

Admission Information

Applicants must adhere to the same admission criteria and process of all other graduate applicants.

In addition to the application materials, applicants to the post-master's CAS are required to submit: copies of all syllabi from initial master's program in nursing, documentation of total clinical hours, and identification of individual courses to which clinical practicum are imbedded.

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards.

- A master's degree in nursing from a program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum graduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of recommendation reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- Evidence (photocopy) of current state and national certification in specialty (if appropriate).
- An essay reflective of professional goals.

For forms and additional application information, please visit the Graduate Admissions web page

Certificate of Graduate Study in Nursing - Education

Description

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson (until Jun 30, 2013) Cheryl Sarton (after July 1, 2013)

Professors: Harris, Spross

Associate Professors: Farmer, Hart, Johnson, Lawson, Peake-Godin, Randall (Carla), Sepples

Assistant Professors: Baugh, Fackler, Samia, Sarton

This nine-credit graduate certificate program prepares students to teach in entry- and master's-level nursing programs in both didactic and clinical courses and engage in other professional roles such as staff development. Three required courses (three credits each) for this certificate provide a foundation in theories of nursing education, external factors that influence nursing education, curricular models, teaching methodologies and strategies, and critical analysis of theories of learning and teaching. All courses will be offered as blended courses (some low residency required). The third course has a low-residency requirement as it entails a clinical practicum with supervision by faculty and an identified preceptor for either a didactic and/or clinical experiential component.

Program Requirements

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of six credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Requirement

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Health Requirements

Students must comply with School of Nursing clinical health requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

Prior to starting the clinical specialty course, a copy of unencumbered RN licensure must be on file in the School of Nursing. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program and students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University

Students in the MS Option Program must receive a minimum of "pass" in undergraduate clinical courses to progress. For a second degree option student who receives a first low pass grade in an undergraduate clinical course, the first low pass course may be repeated once. If the student receives a second low pass in the same or another undergraduate clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students must complete all undergraduate course and clinical requirements before being eligible to start graduate courses.

Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student's record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor's final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final. Please contact the assistant dean of Graduate Studies at (207) 780-4812 for more information on this process.

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

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in either the MS Option Program or the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

Students enrolled in the full-time MS Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

Recommended Course Sequence

Sample Curriculum (9 credits):

Fall I:

NUR 636 Foundations of Nursing Education – 3 credits

Spring I:

NUR 637 Methods of Education in Nursing – 3 credits

Fall II:

NUR 638 Education Practicum and Seminar – 3 credits

NOTE: All courses in this graduate certificate program are delivered in "blended" format

Admission Information

Application Deadlines

Spring semester admission–October 1

Fall semester admission–April 1

Admission Information

- A baccalaureate or masters degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing
- Completion of the Application for a Certificate of Graduate Study (CGS) and application fee.
- Current resume.

Application material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- Completion of a program selection form.
- Two Letters of Recommendation reflecting professional practice and academic achievement.

- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

For additional application information, please visit the Graduate Admissions web page

Course Descriptions

- Undergraduate
- Graduate
- Doctorate

Undergraduate

Courses with a CON prefix are listed at the end of nursing courses.

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 203 Mindfulness Based Stress Reduction
Mindfulness is about paying attention without judgment to what is being presented to us in our lives. The core of this course will be the practices of the Mindfulness-based Stress Reduction Program developed at the Center for Mindfulness at the University of Massachusetts Medical School. Students will study the results of research which show benefits of practicing Mindfulness. After learning these practices, students will explore ways to integrate Mindfulness into work, family, health, and relationships, particularly into teaching, nursing, social work, and counseling health professions. Cr 3.

NUR 211/511 Nursing Role: Accelerated/Option
This seminar introduces accelerated and option program nursing students to content in nursing history, theory, and research. Students will consider the major constructs of nurse, health, and caring practice. It is a transitional course that seeks to prepare students for the accelerated programs of study at USM, provide a framework for understanding professional education, and to explore the transition into nursing. Cr 1.

NUR 300/509 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. NUR 509 is offered in the summer and is open only to option students. Cr 3.

NUR 301/508 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 be analyzed and nursing diagnoses developed. Concurrent with NUR 300/509. NUR 508 is offered in the summer and is open only to option students. Cr 2.

NUR 306/512 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). NUR 512 is offered in the summer semester and is open only to option students. Cr 3.

NUR 307/305/514 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 306 or 512.. NUR 305/514, offered in summer semester, are open only to accelerated/option students. Cr 2.

NUR 308 Professional Communication and Technology Utilization in Nursing
This course emphasizes a critical examination of how technology and communication can enhance the understanding of the historical development of the profession of nursing. Students explore professional development in nursing theory, using written and oral communication skills and learn to present information effectively using a variety of sources and techniques. To achieve this objective, the course will introduce APA style of referencing; review basic tenets of good writing style; present information access and utilization skills through library computer searches; explore basic computer skills such as e-mail, listserv membership, Internet searching and critique; and support the development of public presentation skills through the use of presentation software. Prerequisite: RN licensure or permission of instructor. Cr 3.

NUR 309 Health Assessment for RNs
This course provides the RN student with knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessments of well individuals. The course includes examination of the concepts of wellness and health promotion across the life span. Prerequisite: RN licensure. Cr 2.

NUR 310 Health Assessment Lab for RNs
This course provides the opportunities for the RN to apply knowledge and skills necessary to conduct total health assessments. Concurrent with NUR 309. Prerequisite: RN licensure. Cr 2.

NUR 314 RN Credit Option
RNs graduating from a diploma program or an associate degree program will be awarded basic nursing credits upon successful completion of NUR 308 Professional Communication and Technology Utilization in Nursing and the Health Sciences. Prerequisites: RN licensure, NUR 308. Cr maximum of 30.

NUR 317 Maternal Child Health in a Developing Country
Students will explore international health issues common to Latin American countries that directly impact women and children. Students will gain a more thorough understanding of environmental, socio-cultural, and political factors that affect maternal child health in a developing nation. Through this course and the clinical experience linked with it, students will explore aspects of partnership building with an international community-based organization to assess health risk factors and plan health promoting activities specific to identified children's health issues. Students will gain an understanding of risk assessment, which includes problem posing and formulation of solutions, as part of their coursework. This coursework is closely tied to the Dominican Republic International Service Learning program. Cr 1.

NUR 318 Evidence-based Practice in Nursing
This online course introduces the student to evidence-based practice in nursing. Using models of critical appraisal, students learn competencies in the synthesis, integration, and evaluation of current best evidence for decision-making in advancing evidence-based nursing practice. This course is open to transfer students, accelerated students and option students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus for evaluation. Cr 1.

NUR 319 Qualitative Inquiry in Nursing
This online course introduces the student to qualitative health-related research methodology. Students learn the qualitative research process, different approaches to research design and the distinctive features of each qualitative design. Using models of critical appraisal of qualitative health-related research findings, students learn competencies in the synthesis, integration, and evaluation of qualitative inquiry for decision-making in advancing evidence-based nursing practice. This course is open to transfer students, accelerated students and option students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus for evaluation. Cr. 1.

NUR 323/541 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 300/301 or 509/508; NUR 306/307 or 305, or 512/514; BIO 345; CON 302 or 502 (within one year). NUR 541 is offered in the fall semester and is open only to option students. Cr 3.

NUR 325/542 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 or 541. NUR 542 is offered in the fall semester and it open only to option students. Cr 4.

NUR 326 Dominican Republic Community Nursing Partnership I
Cr 1.

NUR 327 Dominican Republic Community Nursing Partnership II
Cr 3.

NUR 328 Dominican Republic Community Nursing Partnership III (optional)
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 or 502; Concurrent with NUR 323/325 or 541/542. NUR 530 is offered in the fall semester and is open only to option students. Cr 3.

NUR 331/531 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 or 530. NUR 531 is offered in the fall semester and is open only to option students. Cr 2.

NUR 332/532 Nursing Care of the Older Adult in the Community
The focus of this course is the family-centered care of older individuals in the community. Emphasis is on nursing assessment, diagnosis, and therapeutic interventions with individuals and families coping with chronic illnesses. Health promotion/risk reduction strategies are applied. The roles of the nurse in interdisciplinary community settings are explored. Ethical issues unique to community settings are analyzed. Prerequisite: NUR 323 or 541 or concurrent. NUR 532 is offered in the fall semester and is open only to option students. Cr 3.

NUR 339 Community Nursing Partnerships I
This course is the first one in a two-course series (NUR 339 and NUR 341). Over two semesters students will engage in a 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 services and 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 concurrent: CON 356 and NUR 323/325. Cr 2.

NUR 341 Community Nursing Partnerships II
This course is the second one in a two-course series. See NUR 339 for description. Prerequisite: NUR 339. Cr 2.

NUR 370 Theory for Clinical Practice
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. Prerequisite: Matriculation in USM SON, RN licensure or permission of instructor Cr 3.

NUR 386 Geary Clinical Cooperative
This course is a combination of a two-credit elective nursing course offered during the summer and a paid summer experience (10 weeks full time with a Registered Nurse preceptor at Maine Medical Center-MMC). Students are socialized into the professional role of the nurse through hands-on experience, mentoring, observational experiences, and seminar discussions focused on evidence-based nursing practice. There are seminar meetings with instructor and assignments to complete throughout the summer. Prerequisite: NUR 323/325, GPA 3.0, and an accepted application for employment at MMC. Cr 2.

NUR 413/513 Advanced Nursing Skills Lab
This course builds on the theory, scientific principles, and psychomotor skills introduced in NUR 306/307 or 305 or 512/514 to promote role development in the core competencies of nursing practice. Prerequisites: NUR 306/307or 305 or 512/514; concurrent with NUR 423/ 523, and 425/ 526. Cr 1. NUR 513 is offered in the spring semester and is open only to option students.

NUR 419 Community Nursing Partnerships for RNs
This course incorporates the concepts of partnership building, risk identification, risk reduction, and health promotion within a community based context. Students work with selected communities that are developing long-term solutions to previously identified health problems. Open to RN students only. Prerequisites: Matriculation in USM SON. NUR 309/310, NUR 308, CON 356, RN licensure, SON health requirements and CPR certification. Cr 2.

NUR 421/543 Reproductive and Sexual Health Nursing
This course focuses on the theory and research in reproductive and sexual health care. While emphasis is placed on holistic nursing care of diverse healthy families from preconception through the childbearing process, high risk conditions, including end of life care for neonates, and the interventions necessary for successful adaptation are also discussed. Male and female reproductive health issues and nursing care across the lifespan will be presented. NUR 543 is offered in the spring semester and is open only to option students. Prerequisite: NUR 323/325 or 523/542. Cr 3.

NUR 422/544 Reproductive and Sexual Health Nursing Lab
This course offers students experience in providing holistic nursing care to individuals and families engaged in childbirth experiences. Emphasis is placed on health needs and alterations during the childbearing process, as well as promotion and maintenance of health before, during, and after childbirth. NUR 544 is offered in the spring semester and is open only to option students Concurrent with NUR 421/543. Cr 2.

NUR 423/523 Management of the Critically Ill Adult/Older Adult
The course will examine evidence-based therapeutic nursing interventions which support adult and older adult clients experiencing complex health problems. This course will encourage students to practice critical thinking skills necessary for delivery of ethical care to individuals and families experiencing high acuity illnesses. The roles of leader, collaborator, and coordinator are discussed as the nurse interacts with clients who are viewed as holistic beings. Prerequisites: NUR 323/325 or 541/542. NUR 523 is offered in the spring semester and is open only to option students. Cr 3.

NUR 424/524 Clinically-Applied Genetics
This course explores the genetic basis of human health and disease. It examines the specific mechanisms by which genetic differences give rise to altered body function and influence disease risk, and how these differences are inherited. It emphasizes the advances in genetics that impact the prevention, diagnosis, and treatment of illnesses and conditions. In so doing, it both addresses the basic science of genetics and explores related clinically-applied topics such as the ethical implications of genetics, genetic screening, genetic risk assessment, and gene therapy. NUR 524, the graduate-level class, will include an additional 1-hour per week seminar. Prerequisites: NUR 323 or 541 or consent of instructor. Cr 3.

NUR 425 Management of the Critically Ill Adult/Older Adult Lab
Students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 423. Cr 2.

NUR 427/545 Child Health Nursing
In this course, students examine family-centered nursing care in the health promotion and health care of children. Class discussions focus on theories, research, and literature related to health needs and common health problems of children. Family, heredity, environment, and socioeconomics are among the factors examined in discussions of nursing in child health. NUR 545 is offered in the spring semester and is open only to option students. Prerequisites: NUR 323/325 or 523/542. Cr 3.

NUR 428/516 Child Health Nursing Lab
Child health lab provides an opportunity for the student in various health care settings to apply the theoretical concepts of health promotion, maintenance, and restoration with children and their families who are at risk or may be experiencing alterations in health. NUR 516 is offered in the spring semester and is open only to option students. Concurrent with NUR 427 or 545. Cr 2.

NUR 436 Community Nursing Partnerships for Accelerated B.S. Students
In this course students work within a community partnership to care for individual clients/families and work with residents in developing community-based health programs. This experience provides students with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles including ongoing community partnership development will be emphasized. Prerequisite or concurrent: CON 356 and NUR 323/325. Cr 2.

NUR 437 Community Nursing Partnerships for Accelerated B.S. Students
Building on NUR 436, this course continues to focus on the experiences of partnership building with a diverse population in a community setting. The concepts of risk reduction and health promotion are applied to the development of an intervention with a segment of the community. Evaluation of the intervention is considered part of continuous community assessment as well as partnership development. Prerequisite: NUR 436. Cr 2.

NUR 439 Community Nursing Partnerships III
This is an elective course. See NUR 339 for course description. Prerequisite: NUR 339, 341. Cr 2.

NUR 470 Leadership, Management, and Ethics
Students explore professional and ethical issues that affect delivery of health care as well as the complexity of the nurse case management role using theories related to complex systems, leadership, and change. This course also provides an overview of the management and leadership roles in nursing practice with a major focus on organizational analysis, leadership and change theories, and quality improvement. This course must be taken the last semester in the curriculum. Cr 3.

NUR 474 Professional Issues: Leadership, Management, and Organizations for RNs

This course provides the RN student with an overview of the theoretical frameworks of management and leadership roles in nursing practice with a major focus on organizational analysis. Focus is on leadership and change theories, conflict management, and quality improvement for the delivery of health care services. Prerequisite: Matriculation in the USM SON, NUR 308, NUR 309/310. Cr 3.

NUR 476 Theory Related to Clinical Specialty for RNs
This course allows the RN student to develop and enhance clinical theory, knowledge, and practice using self-designed study with a focus on a self-selected clinical specialty. An overview of current theoretical models of care, nursing therapeutics, and evidence-based practice is provided and then used to develop a broader understanding of practice and care issues unique to the clinical specialty. Prerequisites: Matriculation in the USM SON, NUR 308, NUR 309/310. Cr 3.

NUR 480 Practicum/Care Management
This practicum provides a culminating intensive clinical experience that provides students with an opportunity to refine their clinical practice. The course emphasizes the integration of the multiple roles of nursing and serves as a vehicle for enhancing critical thinking and communication. The primary purpose of the course is to develop competency in nursing care, including organizational, prioritization, and decision-making skills. End of life issues and professional ethics as applicable to a wide range of settings will be explored. To the degree possible, students select a practicum site consistent with their area of special interest with seminar sharing of the issues of diverse roles, clients, settings, and philosophies of practice. All students will present orally and demonstrate competency utilizing technical presentation applications. Prerequisite: All theory-linked clinical courses must be taken prior to or concurrent with NUR 480. Concurrent clinical courses cannot be in clinical area of practicum placement. NUR 480 is the final clinical course. Cr 3.

NUR 526 Management of the Critically Ill Adult/Older Adult Lab
Option students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 523. NUR 526 is offered in the spring semester and is open only to option students. Cr 4.

NUR 538 Community Nursing Partnership for Option Students
In this course students work within a community partnership to care for individual clients/families and work with residents in developing community-based health programs. This experience provides students with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles including ongoing community partnership development will be emphasized. NUR 538 is offered in the fall semester and is open only to option students. Prerequisite: CON 356. Cr 2.

Nursing and Health Professions Interdisciplinary CON Courses

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

CON 219 Lifetime Physical Fitness and Wellness
The primary emphasis of this course is to teach students how to take control of their personal health and lifestyle habits. Major areas will include nutrition/weight management, fitness training techniques, flexibility, coronary risk factor management, muscular strength/endurance, stress management, and other wellness-related topics. Class content will include 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 or SCI 270. Cr 3.

CON 261 Introduction 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 medical science with traditional natural therapies, to promote health and to prevent disease. Students 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 Approaches to Reproductive Health
This course will enable the student 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 an 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 realm 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. Often offered as an online course. 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 285 Perspectives on Animal-Assisted Therapy
This course explores the role of pets and other animals in contemporary society with a special emphasis on understanding the role animals may play in the treatment/rehabilitation of persons with a variety of physical and psychological disabilities. Lectures, discussions, guest speakers, and a variety of A/V materials will be utilized to meet course objectives. Cr 3.

CON 288 Reiki: Energy Medicine
This class will provide the student with Reiki Level I and II certification. Reiki is an ancient form of healing from Tibet. Rei means universal life, Ki means energy. Reiki means life for energy and is based on the idea that we are energy. Reiki is a hands-on, light touch, healing energy. Many healthcare organizations are interested in alternative or complementary approaches to care and are offering services such as Reiki to help decrease pain, anxiety, depression, and aid in the comfort and well-being of their clients. To provide these services there are additional training and certifications required. The class will combine both lecture and hands-on experiences. In addition, the class will engage in service learning by providing Reiki treatments to the community. Cr 3.

CON 302/502 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 this course. For nursing majors, CON 302/502 must be taken within one year of enrolling in NUR 323/325 or 541/542. Prerequisites: BIO 211 or SCI 172 or SCI 270 and sophomore standing. Cr 3.

CON 311 Psychosocial Interventions for Older Adults
This course will explore the normal aging process in addition to a variety of chronic conditions experienced by older adults. The focus of the course will be on non-pharmacological intervention strategies for older adults residing in community and clinical agencies. Intervention examples include stress management, animal-assisted therapy, storytelling, autobiographical writing, bibliotherapy, adventure-based activities, air mat therapy, and "simple pleasures" activities. Other topics of study will include attitudes, stereotypes, and social issues that affect older adults today. Off-campus service learning experiences will be expected along with in-class discussions. Cr 3.

CON 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.

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, CON 321 must be completed before taking any 400-level nursing course. Prerequisite: PSY 105, LCC 150 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.

CON 435 Death and Dying: Contemporary Issues
This course focuses on dying, death, and bereavement in contemporary Western society within the context of theory, research, and practice. Issues around sudden death and dying from a chronic and/or terminal illness will be explored. Selected topics include cardiopulmonary resuscitation, palliative and hospice care, pain and symptom management, physician assisted suicide, family caregiving at the end of life, advance care planning, pregnancy loss, and the death of a child. Normal grief will be differentiated from pathological or traumatic grief. Finally, the continuum of services (e.g., support groups, psycho-educational groups, Internet chat groups) that are available for bereaved persons will be explored. Cr 3.

CON 440 International Health
This course is a multi-disciplinary elective course which presents multiple perspectives on improving the health of populations in the interconnected global environment. Cr 3.

CON 490 Therapeutic Touch
This course will introduce the theory and practice of the Krieger-Kunz method of Therapeutic Touch. Concentration will be on the practice of Therapeutic Touch as an intentionally directed process of energy exchange, using the hands to facilitate the movement of energy, and restoring balance to the energy system of the human body. The course will focus on the understanding of the basic principles of the human energy field; intuition; intentionality; benefits; theory; principles; process; and experiential learning of the Therapeutic Touch technique. Through readings, lecture, demonstrations, and practice, students will integrate the TT process with considerations of creating a healing environment, the ethics of practice, and integrating holistic health and self-care. Cr 3.

CON 497 Substance Use and Abuse: Issues and Policies
This course is an interdisciplinary examination and study of issues and policies surrounding alcohol and other drugs. Emphasis is placed on epidemiology; pharmacology; theoretical models; strategies for prevention, treatment, and relapse prevention; needs of special populations; and ethical, legal, and socio-political aspects surrounding addiction. Cr 3.

Graduate (Back to top**)**

Advanced Practice Concentrations - Courses

NUR 601 Advanced Pharmacotherapeutics
This course builds upon undergraduate understanding of pharmacological principles and agents by preparing students to evaluate and prescribe medications for common preventative, acute, and chronic health problems across the lifespan. The regulatory aspects of drug administration and prescription from the perspective of advanced nursing practice are examined. The development of clinical decision-making skills essential to safe, effective, and ethical pharmacological interventions are the focal point of the course. Current concepts in pharmacogenomics and pharmacological therapies as part of the treatment of commonly encountered health problems are stressed. Cr 3.

NUR 602 Advanced Health Assessment
This course builds upon and extendsundergraduate knowledge of anatomy, physiology, pathophysiology, and health assessment of individuals across the life span. Physical assessment and diagnostic reasoning skills needed for advanced practice nurses are emphasized. Abnormal assessment findings are related to underlying pathophysiology. Cr 4.

NUR 603 Nursing Theory and Knowledge Development
Contemporary issues in theory development and the social production of knowledge for nursing are explored in this course. The social and historical context of knowledge development in nursing are examined with an emphasis on the relationship between theory, research, and practice in nursing. Cr 3.

NUR 604 Nursing Research
This course prepares nurses in advanced practice to appraise and use research and other evidence to provide high quality health care, initiate change, improve nursing practice, and evaluate their own practice systematically. Emphasis is on developing relevant clinical questions, searching for studies and other evidence, systematic appraisal of evidence, and determining whether and how to apply the findings. Commonly used research designs are explained. Strategies for organizing evidence and implementing evidenced-based practice changes are explored. Cr 3.

NUR 606 Leadership, Health Policy, and Role

The complexity of the American Health Care System and current efforts to restructure the system are examined in this course. Past, current, and potential roles of advanced practice nurses related to access, and the goals of *Healthy People 2020* are examined. Socio-political, economic, and ethical issues embedded in public policy decisions are explored. Attention is given to the role of advanced practice nurses in influencing, creating, and implementing policy in diverse populations across the lifespan. Cr 3.

NUR 608 Applied Theories of Advanced Interpersonal Skills
Theories of communication, group, family/developmental, stress, consultation, and crisis are examined as they relate to interpersonal relations. The emphasis is on the acquisition of advanced communication skills and strategies for analyzing effective and ineffective communication. Self-reflection is an underlying thread when applying a range of theories to practice. Cr 3.

NUR 650 Primary Care of the Adolescent
The emphasis in this course is on evidence-based assessments and interventions for adolescents. Anticipatory guidance and education for the parents of these adolescents and strategies for prioritizing adolescent and family health care and health education needs are emphasized. Cr 1.

NUR 651 Womens Health in Primary Care
This course is designed to prepare advanced practice nurses to provide women's health care from adolescence to geriatrics in the primary care setting. The emphases are on prevention, promotion, maintenance, and restoration of health. Evidence-based approaches to assessment, intervention, and evaluation of women's health issues are addressed. Cr 1.

NUR 652 Primary Care of the Well Child
The emphasis in this course is on evidenced-based assessments and interventions for well infants and children. Anticipatory guidance and education for the parents of these children and strategies for prioritizing child and family healthcare and health education needs are emphasized. Cr 1.

NUR 653 Primary Care of the Child with Episodic Illness
The emphases are on assessment and interventions for children with acute illnesses and education for the parents and children. Development of physical and psychosocial assessment and intervention skills specific to the pediatric population in the primary care setting are addressed. Decision making related to prioritizing child and family health care and health education needs is emphasized. Cr 2.

NUR 654 Prenatal Care in Primary Care
This course is designed to prepare advanced practice nurses to provide primary care to the well prenatal woman. Focus is on health promotion, assessing and minimizing risk, and preventing complications. Emphasis is on collaboration and ensuring continuity of care. Cr 1.

NUR 658 Graduate Clinical Project
This course is designed to promote the effective application of research and other evidence to clinical practice. Examples may include evaluating and/or modifying current practice standards, disseminating research results, increasing clinical application of evidence-based interventions, or adapting and designing a research-based intervention. Cr 3.

NUR 664 Primary Health Care of the Adult I
This is the first or three sequential theory courses in the family nurse practitioner concentration. Emphasis is on the provision and primary care to individuals and families in the context of community. Assessment, diagnosis, intervention, and management strategies related to acute episodic care and health maintenance of adolescent, adult, and older adult populations are stressed. Particular focus is on the development of physical, psychosocial, and cultural assessment and intervention skills specific to these populations in primary care settings. Cr 3.

NUR 665 Primary Health Care of the Adult II
This is the second of three sequential theory courses in the family nurse practitioner concentration. Emphasis is on the provision of health promotion and primary care to adolescents through older adult in the context of community. Within the context of chronicity, the emphases are on assessment, diagnostic, intervention, and management strategies related to long-term health problems and the accompanying social and cultural issues in adolescent, adult, and older adult populations. Particular focus is on the interdisciplinary and collaborative aspects of the advanced practice, direct care for selected groups, and principles of evidenced-based practice. Cr 3.

NUR 666 Primary Health Care of the Adult III
This is the final of three sequentail theory courses in the family nurse practitioner concentration. Emphasis is on the provision of health promotion and primary care to older adults. The focus is on gerontological concerns and complex health issues. Emphasis is on evidenced-based approaches to assessment and management of older adults within the context of family and community across settings. Cr 3.

NUR 667 Clinical Practicum and Seminar I
This is the first of three sequential practicums/seminars in the family nurse practitioner concentration. Emphasis is on providing health promotion and primary care to individuals and families in the context of community. The application of assessment, diagnostic, intervention, and management strategies to selected populations who need acute care and health maintenance is stressed. Particular focus is on using physical, psychosocial, and cultural assessment and intervention skill, and reflection on process issues related to clinical practice. Cr 3.

NUR 668 Clinical Practicum and Seminar II

This is the second of three sequential practicums/seminars in the family nurse practitioner concentration. Emphasis is on providing health promotion and primary care to individuals and families in the context of the community. The application of assessment, diagnostic, intervention, and management strategies to selected populations related to long-term health problems and the accompanying social and cultural issues is stressed. Particular focus is on the integration and application of didactic information into clinical practice, development and refinement of the clinical decision-making process, critical evaluation of evidenced-based decisions, and reflection on process issues related to clinical practice. Cr 3.

NUR 669 Clinical Practicum and Seminar III
This is the final of three sequential practicums/seminars in the family nurse practitioner concentration. Emphasis is on providing health promotion and primary care to individuals and families in the context of community. The application of assessment, diagnostic, intervention, and management strategies in selected populations across the life span with emphasis on the older adult is stressed. Emphasis is also on the refinement of skills reflective of beginning-level competency as an advanced practice nurse. Cr 3.

NUR 671 Foundations of Advanced Practice Mental Health Nursing
The focus of this course is the advanced parctice role of psychiatric mental health nurses. Specific emphasis is on advanced mental health assessment across the lifespan and the initial clinical interview from a theoretical and research perspective. The health care environment is discussed and implications for psychiatric mental health nursing practice and research are examined. Cr 3.

NUR 672 Biological and Behavioral Components of Mental Health and Illness
Mental health and illness across the life span are examined in this course. Various theories and their application to mental health are addressed. Foundations of mental health and typical clinical presentations of acute and chronic psychiatric illnesses are explored. Major psychiatric disorders and medical minics are discussed with an emphasis on use of the DSM criteria and the formulation of differential diagnoses. Cr 3.

NUR 673 Clinical Practicum and Seminar II
This is the second of three sequential parcticums/seminars in the psychiatric mental health nurse practitioner concentration. The application of theory in working with adults and older adults is the focus of this clinical course with emphasis on individual psychotherapy. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 674 Advanced Psychiatric Mental Health Care of Adults & Older Adults
This is the second of three seuqential theory courses in the psychiatric mental health nurse practitioner concentration. The focus of this course is to examine the theoretical and evidenced-based practice foundations of advanced psychiatric nursing with adults and older adults. Specific emphasis is on interventions iwith ndividuals who have Axis I and Axis II diagnoses based on the DSM criteria. Cr 3.

NUR 676 Advanced Psychiatric Mental Health Care of Groups & Vulnerable Populations
This is the final of three seuqential theory courses in the psychiatric mental health nurse practitioner concentration. The focus of this course is to examine the theoretical foundations of complex systems, groups, and vulnerable populations across the lifespan. Cr 3.

NUR 679 Clinical Practicum and Seminar III
This is the final of three sequential parcticums/seminars in the psychiatric mental health nurse practitioner concentration. The application of theory in working with groups and vulnerable populations across the life span is the focus of this clinical. Emphasis is on integrating knowledge, attaining advanced practice competencies, and working collaboratively with members of the health care team in providing holistic care to clients. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 680 Advanced Psychopharmacology
Clinical application of pharmacotherapeutic principles to psychiatric disorders across the life span are examined. Theory and principles of neurobiology are analyzed and applied. Drug pharmacodynamics, pharmacokinetics, pharmacogenomics, indications, contraindications, interactions, and side-effects are evaluated. Methods for evaluating efficacy of treatment and adjustment of pharmacotherapeutic regimens are emphasized. Cr 3.

NUR 685 Advanced Psychiatric Mental Health Care of Children, Adolescents, and Families
This is the first of three sequential theory courses in the psychiatric mental health nurse practitioner concentration. The mental needs of children and adolescents in the context of families are explored. Developmental frameworks are utilized to examine common psychiatric diagnoses including symptom clusters and comorbidities. Emphases are on the approaches to assessment, diagnosis, and management of children and adolescents with a range of mental needs reflective of evidenced-based research. Cr 3.

NUR 686 Clinical Practicum and Seminar I
This is the first of three seuqential practicums/seminars in the psychiatric mental health nurse practitioner concentration. clinical practicum in the psychiatric mental health concentration. The application of theory and evidenced-based practice in assessment, diagnosis, and management of children and adolescents in the context of families is the focus of this course. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 690 Role Seminar
The major focus of the seminar is to prepare students to make a successful transition from graduate student to advanced practice nurse. Issues

such as becoming credentialed, negotiating a contract, developing a portfolio, networking, resume writing, and utilization of resources will be addressed. Emphasis is placed on developing strategies for negotiating systems and creating work environments supportive of novice advanced practice nurses. Cr 1.

NUR 695 Directed Study
A student will select a faculty member to guide readings to a chosen topic. A research paper may be required. Credit allocation up to three credits is negotiated with faculty. Cr var.

Dual MS in Nursing/MBA Courses

NUR 697 Nursing Management Clinical Immersion I
This is the first in a sequence of two clinical courses in the M.S. portion of the M.S./M.B.A. Program. The focus is on synthesis and application of knowledge gained in the nursing and business core courses and role acquisition and socialization as a nurse administrator. Emphasis is on assessment and need identification in an organization, resulting in appropriate intervention strategies to impact the delivery of patient care in health care organizations. Economic, political, and other relevant factors affecting the organization and delivery of health care will be analyzed. Cr 3.

NUR 698 Nursing Management Clinical Immersion II
This is the final in a sequence of two clinical courses in the M.S. portion of the M.S./M.B.A. Program. The focus is on models of innovation and change in the health care system. Implementation and evaluation of intervention strategies for the delivery of quality patient care within an organizational setting are emphasized. Cr 3.

Clinical Nurse Leader, Nursing Education, and Nursing Management Concentrations - Courses

NUR 610 Integrated Health Assessment & Pharmacology
Integrated concepts from health assessment and pharmacology are utilized to achieve high quality outcomes for education, management, and practice. Evidence-based nursing and interdisciplinary approaches to outcomes management are emphasized. Cr 3.

NUR 614 Theoretical Foundations of Leadership and Role
Explore multiple theories integral to implementation of a leadership role for the masters prepared nurse. The emphasis is on acquisition and application of leadership, organization, ethics, interpersonal, and information management concepts to improve clinical processes, safety, and patient/institutional outcomes. Cr 3.

NUR 615 Clinical Project I
This is the first course in a two to three credit course sequence designed to facilitate project planning and management, evidenced-based practice, and/or education praxis. Emphasis is on leadership and project design. The clinical project may vary based on the concentration in which the student is enrolled. Cr 1.

NUR 617 Clinical Project II
This is the second course in a two- to three-credit course sequence designed to facilitate project planning and management, evidenced-based practice, and/or education praxis. The student continues with the project proposed in semester one. Emphasis is on implementation, data collection, and analysis in semester two. Cr 1.

NUR 618 Clinical Project III
This is the third course in a two- to three-credit course sequence designed to facilitate evidenced-based practice. Emphasis in this third semester is on project completion, evaluation and dissemination. . Cr 1.

NUR 621 Clinical Seminar I
This is the first in series of two to three clinical seminars. Emphasis is on synthesis and application of knowledge and theoretical principles to achieve role acquisition and socialization within the student's concentration. Focus is on organizational and role assessment and assimilation. Self-reflection and critique of evolving role acquisition is emphasized. Practicum is required in a setting relevant to the student's concentration. Cr 3.

NUR 622 Clinical Seminar II
This is the second in a series of two to three clinical seminars. Students continue to assimilate role competencies with emphasis on implementation and evaluation in more complex situations. Self-reflection and critique of evolving role acquisition is emphasized. Clinical practicum is required in a clinical, organizational, or education setting relevant to the student's academic concentration. Cr 3.

NUR 623 CNL Immersion: Clinical Seminar III
This is the third in a sequence of clinical seminars, designed in partnership with clinical agencies, as a 300-hour capstone CNL clinical immersion practicum. Faculty, preceptors, and students periodically meet to discuss experience, issues, role development, and implementation. Self-reflection on the evolving CNL role is emphasized. Cr 3.

NUR 624 An Interprofessional Approach to Population-Based Health
An interprofessional approach to caring for populations across the lifespan is the focus of this course. Major components include concepts of

health, levels of prevention, epidemiology of wellness, global health issues, and control of health problems. Community assessment, planning, intervention, and evaluation of complex and chronic health related issues are stressed. Cr 3.

NUR 625 Principles of Health Care Finance
An introduction to health care financial management principles, practices, tools, and models is the focus of this course. The relationships between financial management and quality outcomes will be explored. Information systems and technology will be used to plan, monitor, and evaluate fiscal resources for practice and program initiatives. Cr 3.

NUR 628 Health Systems, Policy, and Economics
A critical analysis of socioeconomic, political, legal, ethical, and global factors that affect health care delivery is emphasized. The relationships between policy, economics, and outcomes are explored. The focus is on the role of the nurse to influence health care policy, quality improvement, and financial decision making of health care delivery, equity in access, and patient safety. Cr 3.

MS Option Program Courses

CON 502 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 nursing student for safe, therapeutic pharmacologic interventions. First semester of curriculum. Cr 3.

CON 521 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 521 is a Writing Intensive course. Option students must complete CON 521 before enrolling in NUR 541. Prerequisite or concurrent: PSY 105D or MAT 120D. Cr 3.

CON 556 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.

NUR 508 Health Assessment Practicum
The course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the life span. Emphasis is placed on data collection through development of communication and physical examination skills. Data will then be analyzed and nursing diagnoses developed. Concurrent with NUR 509. Cr 2.

NUR 509 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 diagnostics. Cr 3.

NUR 511 Nursing Role for MS Option Students
This seminar introduces accelerated and option program nursing students to content in nursing history, theory, and research. Students will consider the major constructs of nurse, health, and caring practice. It is a transitional course that seeks to prepare students for the accelerated programs of study at USM, provide a framework for understanding professional education, and for exploring the transition into nursing. Cr 1.

NUR 512 Nursing Arts and Sciences for MS Option Students
This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as the problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. First semester of curriculum. Cr 3.

NUR 513 Advanced Nursing Skills - Lab
This course builds on the theory, scientific principles, and psychomotor skills introduced in NUR 512/514 to promote role development in the core competencies of nursing practice. Prerequisites: NUR 512 and 514, concurrent with NUR 523, and 526. Cr 1.

NUR 514 Fundamentals of Nursing Labs for MS Option Students
Provides an historical and contemporary perspective on the nature and scope of nursing and focuses on theory, scientific principles, and psychomotor skills used to implement the foundational nursing therapeutics that promote, maintain, and restore the health of the client. Concurrent with NUR 512. Cr 3.

NUR 516 Child Health Nursing - Lab
Child health lab provides an opportunity for the student in various health care settings to apply the theoretical concepts of health promotion, maintenance, and restoration with children and their families who are at risk or may be experiencing alterations in health. Concurrent with NUR 545. Cr 2.

NUR 523 Management of the Critically Ill Adult/Older Adult for MS Option Students
Students examine evidence-based therapeutic nursing intervention that supports adult and older adult clients experiencing complex health problems. Viewing clients as holistic beings, students study and analyze the skills necessary for delivery of care to high acuity adult and older adult clients. Concurrent with NUR 526. Cr 3.

NUR 424/524. Clinically-Applied Genetics
This course explores the genetic basis of human health and disease. It examines the specific mechanisms by which genetic differences give rise to altered body function and influence disease risk, and how these differences are inherited. It emphasizes the advances in genetics that impact the prevention, diagnosis, and treatment of illnesses and conditions. In so doing, it both addresses the basic science of genetics and also explores related clinically-applied topics such as the ethical implications of genetics, genetic screening, genetic risk assessment, and gene therapy. NUR 524, the graduate-level class, will include an additional 1-hour per week seminar. Prerequisites: NUR 323 or consent of instructor. Cr 3.

NUR 526 Management of the Critically Ill Adult/Older Adult Clinical for MS Option Students
Students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Open to second degree option students only. Concurrent with NUR 523. Cr 4.

NUR 530 Mental Health Nursing for MS Option Students
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. Concurrent with NUR 531. Cr 3.

NUR 531 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 530. Cr 2.

NUR 532 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: Prerequisite: NUR 541 or concurrent. Cr 3.

NUR 538 Community Nursing Partnership for MS Option Students
In this course students work within a community partnership to care for individual clients/families and work with residents in developing community-based health programs. This experience provides students with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles, including ongoing community partnership development, will be emphasized. Prerequisite: CON 356. Cr 2.

NUR 541 Adult/Older Adult Health Nursing
During this course, students will explore evidence-based nursing therapeutics that 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 541 is offered in the fall semester and is open only to option students. Cr 3.

NUR 542 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 541. Cr 4.

NUR 543 Reproductive and Sexual Health
This course focuses on the theory and research in reproductive and sexual health care. While emphasis is placed on holistic nursing care of diverse healthy families from preconception through the childbearing process, high risk conditions, including end of life care for neonates, and the interventions necessary for successful adaptation are also discussed. Male and female reproductive health issues and nursing care across the lifespan will be presented. Prerequisite or concurrent: NUR 541/542 and CON 502. Cr 3.

NUR 544 Reproductive and Sexual Health Nursing - Lab
This course offers students experience in providing holistic nursing care to individuals and families engaged in childbirth experiences. Emphasis is placed on health needs and alterations during the childbearing process, as well as promotion and maintenance of health before, during, and after childbirth. Concurrent with NUR 543. Cr 2.

NUR 545 Child Health Nursing
In this course, students examine family-centered nursing care in the health promotion and health care of children. Class discussions focus on

theories, research, and literature related to health needs and common health problems of children. Family, heredity, environment, and socioeconomics are among the factors examined in discussions of nursing in child health. Prerequisites: CON 502; NUR 541/542. Concurrent with NUR 516. Cr 3.

Graduate Electives

NUR 519 Introduction to Forensic Nursing
This introductory course provides the student with knowledge and nursing strategy to better meet the needs of those affected by forensic-related health care situations and ultimately improve patient outcomes. The history and development of forensic nursing as a scientific subspecialty of nursing is explored. The forensic nursing process; application of the forensic nursing role (i.e. sexual assault management, death investigation, child death review, abuse/neglect, emergency department, etc.); violence and victimology; injury identification and interpretation; evidence recognition, collection, preservation, and documentation; and forensic nursing and the medical/legal interface are also explored. Cr 3.

NUR 524 Clinically-Applied Genetics
This course explores the genetic basis of human health and disease. It examines the specific mechanisms by which genetic differences give rise to altered body function and influence disease risk, and how these differences are inherited. It emphasizes the advances in genetics that impact the prevention, diagnosis, and treatment of illnesses and conditions. In so doing, it both addresses the basic science of genetics and also explores related clinically-applied topics such as the ethical implications of genetics, genetic screening, genetic risk assessment, and gene therapy. NUR 524, the graduate-level class, will include an additional 1-hour per week seminar. Cr 3.

NUR 626 Natural Therapies for Clinical Conditions
Therapeutic diet, nutritional supplementation, herbal medicine, and lifestyle modifications are examined in the context of evidenced-based therapies for certain clinical conditions. The underlying physiology behind the conditions, the clinical presentation and physical signs, and the analysis of basic laboratory findings are reviewed. How to individualize the application of natural therapies is discussed. An appreciation of problem-solving therapeutic issues in a clinical setting is achieved through case study review. Cr 3.

NUR 682 Orthopedic Evaluation and Treatment for the Primary Health Care Professional
Current clinical literature on the prevention, recognition, assessment, and treatment of sports-related orthopedic conditions that occur in the physically active is reviewed in this course. A lab component is included that provides practice in common orthopedic screening techniques as part of pre-participation screening as well as practice in evaluation of sports-related injuries and initial interventions. Cr 3.

Certificate of Graduate Study in Nursing Education - Courses (blended format)

NUR 636 Foundations of Nursing Education
This course is the first graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Historical and philosophical underpinnings of education are explored. Emphasis is given to reflection on personal experience, exploration of current issues in nursing education, nursing education theory, and critical analysis of theories of learning and teaching. Cr 3.

NUR 637 Methods of Education in Nursing
This course is the second graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Components of course and curriculum development including assessment of learners' needs, course objectives and outcome measures, content selection and development, and teaching strategies are examined. Emphasis is on developing expertise as an educator by increasing sensitivity, knowledge, and skill in creating effective teaching programs that reflect an understanding of the learner, context, and content. Cr 3.

NUR 638 Education Practicum and Seminar
This course is the third graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. In this course the concept of "praxis" is fully realized. With guidance from the faculty, students will select an educational experience to develop, implement, and evaluate. Experiences may include, however are not limited to, in-service programs, classroom and clinical teaching, and community education programs. Cr 3.

Doctorate (Back to top)

NUR 700 Genetics and Immunology: Scientific Foundations for Practice
This course provides an integrated discussion of the vital basic science concepts in the areas of genetics and immunology that underlie advanced nursing practice. Emphasis is placed on those aspects of basic science that are most directly applicable to the understanding of disease processes and advanced nursing practice. In the area of genetics this includes the analysis of genetic information for decision making around disease management and the communication of genetic information to others. In the area of immunology it includes understanding how the immune system contributes to disease and how it can be manipulated as part of disease therapy. Cr. 4.

NUR 701 Ethical Approaches to Practice Dilemmas
Examination of selected ethical frameworks and their application to practice are the focus of this course. Exemplars are used to illustrate how the principles of ethics can guide decision making when a clinical, organizational, interprofessional, or research dilemma occurs. Emphasis is on development of the leadership qualities necessary for the implementation of the DNP role. Cr. 3.

NUR 702 Informatics Technology
The contributions of health care information to quality assurance and improvement in patient care is the focus of this course. Factors that contribute to the adoption of health care information technologies and the challenges regarding their successful utilization are examined. Health care information technologies used in the assessment of patient outcomes, provider productivity, and health care programs are analyzed. Cr. 3.

NUR 703 Professional Communication
Examination of advanced communication skills within various clinical settings, organizations and communities is the focus of this course. Contemporary views of small group communication theory including functional theory, symbolic convergence theory, structuration theory and the naturalistic paradigm are discussed. Group development, group communication processes, and methods for analyzing group communication are also examined. Interprofessional communication, conflict negotiation, and the value of peer groups are explored. Cr. 3.

NUR 704 Models of Care: Transforming the Practice Environment
The goal of this course is to provide the DNP student with the knowledge and skills necessary to assume a leadership role in transforming healthcare and educational environments. Concepts associated with evidenced-based nursing practice models are introduced and examined. Strategies for creating a culture of evidenced-based practice for individuals, aggregates, and systems are identified. The concepts of information management and translation science are examined and tools to apply evidence to practice are emphasized. Cr. 3.

NUR 705 Clinical Residency & Capstone I
This is the first of two seminar/clinical practicums in the DNP concentration designed to expand the student's breadth and/or depth of clinical knowledge and skills in an area of practice. Emphasis is on developing and demonstrating leadership expectations within the framework of the DNP role. This is accomplished by application of clinical knowledge to deliver or create, implement or evaluate practice interventions, health delivery systems, and/or clinical teaching. Each residency includes a capstone project. The focus of this project in the first residency is on assessment and either an implementation or intervention project at a group or organizational level. Cr. 6.

NUR 706 Clinical Residency & Capstone II
This is the second of two seminar/clinical practicums in the DNP concentration designed to expand the student's breadth and/or depth of clinical knowledge and skills in an area of practice. Emphasis is on developing and demonstrating leadership expectations within the framework of the DNP role. This is accomplished by application of clinical knowledge to deliver or create, implement or evaluate practice interventions, health delivery systems, and/or clinical teaching. This residency includes a continuation of the capstone project. The focus of this project in the second residency is on evaluation of the project implemented or intervention delivered in the previous semester and disseminating the knowledge learned. Cr. 6.

NUR 625 Principles of Health Care Finance
An introduction to health care financial management principles, practices, tools, and models is the focus of this course. The relationships between financial management and quality outcomes will be explored. Information systems and technology will be used to plan, monitor, and evaluate fiscal resources for practice and program initiatives, Cr. 3.

GRS 701 Doctoral Continuation Credits
This is a one-credit course that permits doctoral degree candidates registered for less than six credits to retain eligibility for financial aid, university-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, library, and recreational facilities. Requirements include receiving certification of adequate academic progress from the program coordinator and dissertation/capstone chair, and obtaining approval from the Office of Graduate Studies. Cr. 1.

MPH 670 Quality Improvement
This course introduces students to the principles and practice of quality improvement in medical care and public health organizations. The course content focuses on describing, measuring, improving, and evaluating the quality of health care for patients and populations. Students develop competencies in identifying and conceptualizing opportunities for quality improvement; selecting and using quality improvement tools and methods; and presenting their work in professional meetings. The theories and concepts of quality measurement, quality improvement implementation, and evaluation are presented. Students become familiar with a range of commonly used quality improvement tools and methods and gain experience in applying them. Examples and case studies are drawn from medical care providers and public health programs. Cr 3.

MPH 525 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.

AMS 535 Epidemiology
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, screening of health populations, measures of effect, causal inference, sources of bias, and problems of

measurement. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues and to develop skills in interpreting quantitative information. Cr 3.

Professional & Continuing Education

Executive Director: Monique M. LaRocque
Director of Program Development: Susan Nevins; Director of Operations: Stacy Calderwood; Executive Director, National Resource Center (NRC) for Osher Life Long Learning Institutes: Kali Lightfoot; Director of Online Teaching and Learning: Khusro Kidwai; Director of Conference Services: Elizabeth Morin

Professional and Continuing Education (PCE) provides and supports alternative learning opportunities to enable students to make progress towards completing their degrees, expanding their professional capacities, and enriching their lives through professional and continuing education. The division serves traditional students, adult students and seniors. PCE supports the transition and/or development of academic programs into alternative formats and schedules that meet the needs of today's diverse student population. Through partnerships with academic departments the division provides leadership in expanding programs geared to the adult population and marketing and student services necessary to support these programs.

Program Areas

USM Online

PCE works with academic departments to offer undergraduate and graduate programs in a fully online format. For 2013-14, the following programs are available online:

Undergraduate Degrees

- B.S. in Business Administration, General Management, Generalist Track
- B.A. in Liberal Studies, Humanities Track
- B.S. in Applied Technical Leadership
- B.S. in Leadership and Organizational Studies
- B.S. in Leadership and Organizational Studies, Integrative Professional Studies Track
- B.A in Communication

Undergraduate Certificates

- Certificate in Gerontology
- Certificate in Leadership Studies
- Certificate in Creative Leadership and Global Strategy

Graduate Degrees

- M.S. in Adult and Higher Education
- M.S. in Abilities and Disabilities Studies
- M.A. in Leadership Studies

Graduate Certificates

- Certificate of Graduate Study in Leadership
- Certificate of Graduate Study in Creative Leadership and Global Strategy

USM Summer

USM Summer offers over 500 courses, both on campus and online, in condensed formats ranging from one to seven weeks. In addition, a variety of innovative institutes and conferences are sponsored during the summer months. Short-term travel programs offer students a vibrant learning experience and an excellent opportunity to earn up to six credit hours in one- to five-week international or domestic travel-based courses. Contact us by email at summer@usm.maine.edu, by phone at (207) 780-5900, or online at http://usm.maine.edu/summer

USM Winter

USM Winter offers online courses and some short-term travel-based courses during the break between fall and spring semesters. This term provides an opportunity for students who want to accelerate their degree progress. Contact us by email at winter@usm.maine.edu, by phone at (207) 780-5900, or online at http://usm.maine.edu/winter

USM Weekend

USM Weekend offers a variety of courses from Friday evenings through Saturday afternoons each term, making onsite, traditional academic coursework more feasible for working adults. Contact us by email at pce@usm.maine.edu or by phone at (207) 780-5900.

USM Off-Campus

USM provides a variety of distance education courses at the University College Centers in Bath/Brunswick and Saco/Biddeford, along with and other statewide sites. These Centers offer an array of services including registration, admission, financial aid, and academic advising.

- Bath/Brunswick, 9 Park Street, Bath, ME 04530, (207) 442-7736 or 800-696-2329
- Saco/Biddeford, 110 Main Street, Saco Island, Saco, ME 04072, (207) 282-4111 or 800-696-3391

Professional Development Programs

Professional Development Programs provide professional development opportunities for individuals with a focus on intensive, in-depth certificate programs and short-term, skills-based courses in Business & Management and Health & Human Services. These noncredit programs earn CEUs that are required by some professions for re-licensure. PCE also offers customized training to meet the specific business needs of local organizations; and provides workforce development training in collaboration with community partners. Training can be delivered at the Abromson Center in Portland or on site. Contact us by email at pce@usm.maine.edu, by phone at (207) 780-5900, or online at http://usm.maine.edu/pdp.

Osher Lifelong Learning Institute (OLLI) at USM

The Osher Lifelong Learning Institute (OLLI) at USM is a membership organization for people 50 years and older, committed to providing a variety of intellectually challenging courses and activities in a creative and inclusive learning community. An extensive array of liberal arts and science courses are peer taught by volunteer faculty. There are no entrance requirements or grades, and no college background is needed. OLLI at USM also sponsors lectures including the SAGE series, social activities, and educational travel. Membership and course fees are affordable and scholarships are available. Contact us by phone at (207) 780-4406 or online at http://usm.maine.edu/olli.

National Resource Center for Osher Lifelong Learning Institutes

The National Resource Center for Osher Lifelong Learning Institutes is a communication hub disseminating management resources and best practices, planning conferences, and providing general support for a network of 117 OLLIs in 50 states with 115,000 total members over the age of 50 participating in "learning for the joy of learning". The OLLIs are funded by The Bernard Osher Foundation of San Francisco. The National Resource Center also houses the office of the Maine Senior College Network which provides communication, and resources for the 17 Senior Colleges located throughout Maine. Contact us by phone at (207) 780-4128 or online at http://www.osher.net or http://www.maineseniorcollege.org.

Service Courses

PCE offers service courses that fulfill specific requirements of some USM programs.

ABU 190 Spreadsheets and Problem Solving
Spreadsheet proficiency is a graduation requirement for some academic programs. Proficiency can be demonstrated by earning a C or higher grade in this course, or by successfully passing a spreadsheet proficiency exam. ABU 190 is an examination of problem-solving techniques using modern computer applications software. The 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. Every semester. Prerequisite: MAT 101 (C- or higher) or equivalent proficiency and computer literacy. Cr 3.

PCE Student Services

PCE provides a team of Service Representatives and Advisors in support of all PCE programming.

Student Service Representatives

Student Service Representatives provide student inquiry support and registration services for all PCE program areas including: summer, winter, online, non-degree, and professional development programs.

Online Enrollment and Student Success Advisors

PCE also provides student support services for online students from initial inquiry through graduation. This includes support from an Enrollment Advisor, who guides students through the admission process, including financial aid, prior learning experience, transfer evaluation and course registrations. Once matriculated into an online degree or certificate program, students are assigned to an Online Student Success Advisor who will support them through graduation.

Student Service Center

Our PCE Student Service Center is located in the USM Abromson Center at 88 Bedford Street, Portland, Maine. Contact us by email at pce@usm.maine.edu, by phone at (207) 780-5900, or online at http://usm.maine.edu/pce/services.

Faculty Services

Center for Technology Enhanced Learning (CTEL)

The Center for Technology-Enhanced Learning (CTEL)'s mission is to collaborate with USM faculty to design high-quality learning experiences for USM students. To serve this mission, CTEL provides three types of resources to USM faculty -- faculty development, course designers for online and blended courses, and support with the use of learning technologies.
CTEL hosts faculty development events such as the regional SLOAN-C Conference which provides an opportunity for faculty to learn from experts and share their own experiences in designing learning using creative pedagogy and technologies. CTEL is particularly interested in supporting courses and programs that attract new audiences to USM (e.g. place-bound or working adults) and expand higher education opportunities for the people of Maine and beyond. Contact us by phone: (207) 780-4077, email: ctel@usm.maine.edu, or online: http://usm.maine.edu/ctel.

Conference Services

Conference Services provides rental, registration and planning services to external groups accessing USM facilities for meetings, conferences or other functions. Services are available both on and offsite. Contact us by phone at (207) 780-5960 or online at http://usm.maine.edu/conferences.

University of Maine School of Law

Dean: Peter Pitegoff

Juris Doctor

Professors: Burke, Cluchey, Friedman, Galbraith, Heimes, Knott, Lupica, Maine, Norchi, Northrop, Pitegoff, Rogoff, Smith, Wanderer, Ward, Wriggins, Zarr; Associate and Assistant Professors: Arey, Bam, Ghachem, Owen, Schindler, Welch; Emeritus Professors: Delogu, Khoury, Reiser

The University of Maine School of Law offers high-quality legal education to a carefully selected student body. With a fine faculty, excellent library resources, and a nationally oriented curriculum strong in basic legal courses, the Law School takes pride in educating students who become capable and motivated attorneys.

The academic program is rigorous and demanding. Thanks to the School's size, its students have the benefit of small classes, frequent and informal contact with the faculty, and a supportive atmosphere. These factors do much to ease the strains attendant upon entry to an exacting profession.

The School averages less than 300 students, making it one of the smallest law schools in the country. The student body is remarkably varied in age, professional and academic experience, and background.

The School's 22 full-time faculty members, along with part-time instructors drawn from practicing attorneys and the judiciary, represent a diversity of backgrounds, expertise, and interests.

The School is fully accredited by the American Bar Association and is a member of the Association of American Law Schools. Established in Portland in 1962, it is the law school of the University of Maine System and an administrative unit of the University of Southern Maine. The School's location is accessible for students with disabilities and provides facilities for classroom and seminar discussion, library research, moot court participation, clinical practice, legal publications, and student activities. The Law School publishes two student-edited journals: The Maine Law Review and the Ocean and Coastal Law Journal.

For more information on the Law School, contact the Admissions Office, University of Maine School of Law, 246 Deering Avenue, Portland, ME 04102, (207) 780-4341, or visit the Law School web site at http://www.mainelaw.maine.edu.

Center for Law and Innovation

The Center for Law and Innovation was established in 1999 in recognition of the role of law in economic development based on investments in science and technology. The Center offers educational opportunities in intellectual property and technology-related law to students, practicing attorneys, and Maine's technology sectors through courses, conferences, seminars, and a clinical program. The Center also engages in research projects that support Maine's investment in science and technology R&D. As home to the Maine Patent Program and the Intellectual Property Law Clinic, the Center offers education and assistance in patent, trademark, and copyright law to companies, inventors, and entrepreneurs around the state of Maine and enables students to practice before the U.S. Patent and Trademark Office.

Cumberland Legal Aid Clinic

The Cumberland Legal Aid Clinic, established in 1969, is one of the nation's oldest continuously operating law school clinical programs and a highly respected provider of legal services. CLAC's clinical programs give third-year law students opportunities to provide direct representation to low-income clients. Students are admitted to practice in court as "student attorneys" and are directly responsible for all aspects of their cases. Maine Law offers four separate clinical courses through CLAC: General Practice Clinic, Juvenile Justice Clinic, Refugee and Human Rights Clinic, and Prisoner Assistance Clinic, along with legal work in domestic violence matters

Center for Oceans and Coastal Law

The Center for Oceans and Coastal Law is devoted to research and education in ocean law and policy. It supports the marine law curriculum and the student-edited Ocean and Coastal Law Journal. The Center's current research areas include law of the sea, maritime security, comparative marine law, international maritime boundary delimitation, maritime ports, ocean and coastal resources and their management, and the marine environment of the Gulf of Maine. The Center for Oceans and Coastal Law has active ties and research collaborations with leading universities and maritime institutes around the world.

Office of Sponsored Programs

Pre-award Services

The Office of Sponsored Programs (OSP) is responsible for encouraging externally funded initiatives in support of program-related activities of academic, research and development, and administrative units, and serves as the major resource to faculty and staff who wish to pursue such projects. The Office maintains information on and promotes awareness of funding opportunities, assists in refining project ideas and matching them with a potential sponsor's priorities and requirements, assists in the preparation of grant applications, and serves as the final approving authority for such applications.

In addition to having access to many on-line funding sources, OSP maintains a subscription to an online funding opportunities database via InfoEd Global's SPIN database. This is accessible by all faculty and staff and can be invaluable to individuals seeking to do their own searches.

Post-award Services

The OSP provides financial management assistance and administrative support to principal investigators and project directors after an award is received. Services include: review and approval of all award documents, preparation and submission of financial reports, requests for reimbursement, budget revisions, amendments, etc. These services are a collaborative effort on the part of OSP staff and project staff. Services continue through the termination date, ending with the submission of the final program and final financial reports.

Increasingly, governmental agencies are turning to OSP to provide management and approval for post-award modifications. In many cases, such requests can be approved and processed by OSP with proper notification to the sponsor.

Additional information is available online:http://usm.maine.edu/osp.

Campus Safety and Security

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

Administration of the University of Southern Maine

Administrative Organization as of May 22, 2013

President: Theodora Kalikow, 707 Law Building, Portland, tel: 780-4480
Provost and Vice President for Academic Affairs: Michael Stevenson, 711 Law Building, Portland, tel: 780-4485
Associate Provost for Academic Affairs: Dahlia Lynn, Mitchell Center, Gorham, tel: 780-4544
Chief Financial Officer: Richard R. Campbell, 724 Law Building, Portland, tel: 780-4484
Chief Student Affairs Officer: Susan Campbell, 100 Payson Smith, Portland, tel: 780-4547
Chief Student Success Officer: Susan Campbell, 100 Payson Smith, Portland, tel: 780-4547
Vice President for University Advancement: Cecile Aitchinson, 722 Law Building, Portland, tel: 780-4708
Chief Human Resources Officer: Martha Freeman, 209 Deering Avenue, Portland, tel: 228-8304
Executive Director of Public Affairs: Robert Caswell, 601 Law Building, Portland, tel: 780-4200

Administrative Offices Serving Students

Academic Assessment
Susan King, director

Admission, Undergraduate
Susan Campbell, interim director

Admission, Graduate
Mary Sloan, director

ARAMARK Dining Services
Chris Kinney, senior food service director

Arts, Humanities and Social Sciences, College of
Lynn Kuzma, dean

Athletics and Recreation
Al Bean, director

Bookstores
Nicole Piaget, director

Community Service and Civic Engagement
Andrea Thompson McCall, director

Community Standards, Office of
Stephen Nelson, director

Facilities Management
Robert Bertram, executive director

Financial Aid, Student
Keith DuBois, director

Financial Resources
Cynthia S. Quinn, executive director

Graduate Studies
Samantha Langley Turnbaugh, interim dean

Law, University of Maine School of
Peter Pitegoff, dean

Law Library, University of Maine School of Law
Christine I. Hepler, interim director

Lewiston–Auburn College
Joyce Gibson, dean

Libraries
David Nutty, director

Management and Human Service, College of
Joseph McDonnell, dean

Multicultural Student Affairs
Susan Evans, coordinator
Reza Jalali, coordinator

Osher Lifelong Learning Institute
Kali Lightfoot, executive director of national resource center, OLLI

Registrar's Office
Steven G. Rand, registrar

Residential Life and Resident Education
Jason Saucier, director of residential life

Science, Technology and Health, College of
Andrew L. Anderson, dean

Student Billing
Virginia Johnson, bursar

Student Information Systems
Marthina S. Berry, director

Student Involvement and Activities
Christopher O'Connor, director of student life: Portland
Jason Saucier, director of student life: Gorham

Student Success
Susan Campbell, chief student success officer
Joseph Austin, executive director
Elizabeth M. Higgins, executive director

Telecommunications
Nancy Austin, director

University Health and Counseling Centers
Robert Small, director

University Outreach
Monique M. LaRocque, executive director

USM Public Safety
Kevin Conger, director

EMERITI

Albee, Parker B., Jr. (1966-2013) Dartmouth College, A.B., 1961; Duke University, M.A., 1964, Ph.D., 1968; Dartmouth College, A.B., 1961; Duke University, M.A., 1964, Ph.D., 1968; Professor Emeritus of History
Allen, Bruce A. (1970-1997) Gorham State College, B.S., 1960, M.S., 1967; Boston University, Ed.D., 1973; Associate Professor Emeritus of Mathematics Education
Amoroso, Henry C., Jr. (1982-2010) St. Michael’s College, B.A., 1966; Goucher College, M.Ed., 1966; University of Wisconsin, Ph.D., 1978; Associate Professor Emeritus of Education*

Andrews, Bruce H. (1974-2013) University of Connecticut, B.A., 1967; Polytechnic University, M.S., 1969, Ph.D., 1980; Professor Emeritus of Business Administration

Andrews, Samuel G. (1966-2007) Babson College, B.S., 1964; University of Maine, M.S., 1966; Chief Financial Officer Emeritus; Associate Professor of Business Administration

Armentrout, Charles E. (1960-1997) University of Maine, B.A., 1955; Wesleyan University, M.A., 1958; Columbia University, M.S., 1970; Associate Professor Emeritus of Physics

Austin, Nancy J. (1987-2008) SUNY Buffalo, B.S., 1968; Columbia University, M.A., 1974, Ed.D, 1984; Professor Emerita of Education

Ayers, George H. (1959-1991) University of Maine, B.A., 1951; The Ohio State University, M.A., 1959; Associate Professor Emeritus of Geosciences

Barnes, Richard E. (1989-2008) Carleton College, B.A., 1964; Harvard University, M.A.T., 1969, Ed.D., 1979; Associate Professor Emeritus of Educational Administration

Barringer, Richard E. (1988-2011) Harvard University, A.B., 1959; University of Massachusetts, M.A., 1963; Massachusetts Institute of Technology, Ph.D., 1968; Professor Emeritus of Community Planning and Development, Muskie School of Public Service

Bay, John W. (1965-2003) Saint Ambrose University, B.A., 1961; Boston College, M.A., 1964, Ph.D., 1966; Dean Emeritus and Associate Professor Emeritus of Economics

Berry, Arthur O. (1955-1989) Gorham State College, B.S., 1950; Pennsylvania State University, Ed.M., 1954; University of Connecticut, Ph.D., 1967; Professor Emeritus of Industrial Education

Bibber, Joyce K. (1967-1999) Barnard College, B.A., 1958; Stanford University, M.A., 1962; Ph.D., 1969; Professor Emerita of History

Bigelow, Gordon S. (1971-1986) Brown University, A.B., 1954; University of Maine, M.Ed., 1962; Brigham Young University, A.M., 1966, Ph.D., 1967; Dean of Educational Services Emeritus

Brown, William A. (1960-1992) Bowdoin College, B.A., 1954; University of Maine, M.A., 1959; Associate Professor Emeritus of Mathematics

Burson, Janet Z. (1978-2005) Syracuse University, B.S., 1964; Oregon State University, M.S., 1975; Vanderbilt University, Ed.D., 1990; Associate Professor Emerita of Nutrition

Caffentzis, Constantine G. (1987-2013) City College of the University of New York, B.A., 1966; Princeton University, Ph.D., 1978; Professor Emeritus of Philosophy

Callender, Willard D., Jr. (1972-1997) Bates College, B.A., 1958; University of Connecticut, M.A., 1960, Ph. D., 1967; Professor Emeritus of Adult Education

Carper, Thomas R. (1967-1997) Harvard University, A.B., 1958; New York University, M.A., 1967; Boston University, Ph.D., 1973; Professor Emeritus of English

Carter, Richard H. (1964-1994) Gorham State College, B.S., 1954; University of Maine, Ed.M., 1964; Boston University, C.A.S., 1971; Associate Professor Emeritus of Technology

Chabot, Maurice J. (1965-2011) University of Maine, B.A., 1961; Bowdoin College, M.A., 1965; Associate Professor Emeritus of Mathematics

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

Childs, Janis C. (1994-2013) University of Delaware School of Nursing, BSN, 1971; University of Virginia School of Nursing, PNP, 1977; University of Virginia School of Nursing, MSN, 1980; George Mason University, Ph.D., 1994; Professor Emerita of Nursing

Cohen, Libby G. (1980-2002) University of Connecticut, B.A., 1967; Russell Sage College, M.S., 1971; Boston University, Ed.D., 1977; Professor Emerita of Special Education

Cole, Phillip A. (1957-2010) Boston University, B.S., 1954; M.A., 1955; Ph.D., 1963; Professor Emeritus of History

Cole, Ronald F. (1963-2001) Bowdoin College, B.A., 1961; Eastman School of Music, M.A., 1963; Indiana University, Ph.D.,1975; Professor Emeritus of Music

Colucci, Nicholas D., Jr. (1969-2009) Gorham State College, B.S., 1963; University of Connecticut, M.A., 1964, Ph.D., 1969; Associate Professor Emeritus of Education

Conforti, Joseph A. (1987-2011) Springfield College, B.S., 1967; Brown University, A.M., 1972, Ph.D., 1975; Professor Emeritus of American and New England Studies and Distinguished Professor Emeritus

Coogan, William H., III (1972-2005) Boston College, B.A., 1963; Rutgers University, M.A., 1964; University of North Carolina, Ph.D., 1971; University of Maine School of Law, J.D., 1988; Associate Professor Emeritus of Political Science

Costello, Melissa H. (1953-1990) Gorham State College, B.S., 1952; University of Maine, Ed.M., 1957, C.A.S., 1960; Professor Emerita of Education

Costello, Richard A. (1953-1990) University of Alabama, B.S., 1952; University of Illinois, M.S., 1953; Springfield College, D.P.E., 1965; Director Emeritus of Intercollegiate Athletics

Crader, Diana C. (1987-2009) University of California, Berkeley, B.A., 1971, M.A., 1974, Ph.D., 1981; Associate Professor Emerita of Anthropology

Crochet, Monique Y. (1970-1996) University of Paris, Sorbonne, Licence d'Anglais, 1959; Diplome d'Études supérieures and C.A.P.E.S., 1960; Doctorat de l'Université de Paris, 1969; Professor Emerita of French

Davis, Carol Lynn (1982-2011) University of Maine, B.A., 1968, M.S., 1977, Ph.D., 1983; Associate Professor Emerita of Education

Davis, Dave D. (1988-2003) University of New Orleans, B.A., 1972; Yale University, M.Phil., 1974, Ph.D., 1975; Professor Emeritus of Anthropology

Delogu, Orlando E. (1966-2006) University of Utah, B.S., 1960; University of Wisconsin, M.S., 1963, J.D., 1966; Professor Emeritus of Law

Dickey, Edna F. (1946-1973) University of New Hampshire, B.A., 1933, M.A., 1936; Associate Professor Emerita of History

Dietrich, Craig (1968-1997) University of Chicago, A.B., 1961, Ph.D., 1970; Professor Emeritus of History

Druker, Marvin J. (1987-2013) University of Michigan, B.A., 1966; University of Wisconsin, M.A., 1968, Ph.D., 1974; Professor Emeritus of Leadership and Organizational Studies

Durgin, Frank A., Jr. (1964-1997) Tufts University, B.A., 1949; University of Toulouse, License en Droit, 1954; Docteur en Droit, 1956; Professor Emeritus of Economics

Eastman, Joel W. (1970-2001) University of Maine, B.A., 1962, M.A., 1965; University of Florida, Ph.D., 1973; Professor Emeritus of History

Estes, Robert A., Sr. (1966-2003) Bowdoin College, A.B., 1958; University of Kansas, M.A., 1961; University of Michigan, Ph.D., 1970; Professor Emeritus of Mathematics

Fall, Marijane E. (1995-2007) Nasson College, B.S., 1963; University of Southern Maine, M.Ed., 1986; University of Maine, Ed.D., 1991; Professor Emerita of Human Resource Development*

Farrar, John N. (1966-1991) University of Maine, B.A., 1951, M.Ed., 1958, C.A.S., 1962; Assistant Director of Advising and Career Services Emeritus

Faulkner, Howard M. (1970-1997) Massachusetts State College of Fitchburg, B.S., 1957; Northeastern University, M.Ed., 1960; Associate Professor Emeritus of Technology

Findlay, Robert W. (1967-1994) Boston University, B.S., 1955, M.B.A., 1964; Professor Emeritus of Accounting

Fisher, Irving D. (1967-1999) University of Connecticut, B.A., 1946; Columbia University, M.A., 1953; Ph.D., 1976; Professor Emeritus of Political Science

Foster, Carolyn N. (1966-2001) Douglass College (Rutgers), A.B., 1958; Purdue University, M.S., 1961; Bowdoin College, A.M., 1966; Associate Professor Emerita of Mathematics

French, Robert J. (1969-1995) Dartmouth College, A.B., 1957; Northeastern University, M.Ed., 1967; Clark University, M.A., 1972; Associate Professor Emeritus of Geography

Gallant, Roy A. (1980-2000) Bowdoin College, B.A., 1948; Columbia University, M.S., 1949; Planetarium Director Emeritus

Goodwin York, Jeanette L. (1955-1981) Sargent College, B.S., 1944; Springfield College, Ed.M., 1955; Associate Professor Emerita of Physical Education and Dance

Gordon, Nancy R. (1989-2006) Mt. Holyoke College, A.B., 1968; Boston University, Ph.D., 1973; Professor Emerita of Chemistry

Grange, Joseph (1970-2009) St. Joseph's College, B.A., 1961; Fordham University, M.A., 1965, Ph.D., 1970; Professor Emeritus of Philosophy

Greenwood, Helen L. (1969-1995) Northeastern University, B.S., 1958; University of New Hampshire, M.S., 1960; University of Connecticut, Ph.D., 1969; Dean and Associate Professor Emerita of Natural and Applied Sciences

Gutmann, Jean E. (1977-2008) SUNY Albany, B.S., 1971; University of Maine, M.B.A., 1974; Professor Emerita of Accounting

Hamilton, Michael S. (1985-2012) Colorado State University, B.A., 1974, M.A., 1977, Ph.D., 1984; Professor Emeritus of Political Science

Hanna, John G. (1963-1984) Trinity College, 1963; Harvard University, M.A., 1946; Boston University, Ph.D., 1958; Professor Emeritus of English

Healy, Phyllis Foster (1980-2011) Hunter College, B.S.N., 1971; University of California at San Francisco, M.S.N., 1972; University of Texas at Austin, Ph.D., 1990; Associate Professor Emeritus of Nursing

Healy, Tara C. (1996-2013) Kalamazoo College, B.A., 1972; Simmons College, M.S.W., 1981, Ph.D., 1996; Professor Emerita of Social Work

Hinckley, Lois V. (1990-2005) Wellesley College, B.A., 1963; University of North Carolina-Chapel Hill, Ph.D., 1972; Associate Professor Emerita of Classics

Hodges, Franklin D. (1966-1999) Farmington State College, B.S., 1961; Clark University, M.A., 1966; A.B.D., 1966; Associate Professor Emeritus of Geography

Hodgkin, Brian C. (1976-2010) University of Maine, B.S., 1963, B.S., 1964; Johns Hopkins University, Ph.D., 1969; Professor Emeritus of Electrical Engineering

Holden, Christine (1984-2012) Swarthmore College, B.A., 1965; University of Illinois-Urbana, M.A., 1966, Ph.D., 1976; Associate Professor Emerita of History

Hunt, H. Draper III (1965-1997) Harvard University, B.A., 1957; Columbia University, M.A., 1960, Ph.D., 1968; Professor Emeritus of History

Irish, Joel W. (1971-2011) Colby College, B.A., 1967; University of New Hampshire, M.S., 1969, Ph.D., 1975; Associate Professor Emeritus of Mathematics

Keith, Anne B. (1990-2008) Radcliffe College, B.A., 1964; Harvard University, M.S., 1971, M.P.H., 1983; D.P.H., 1991; Associate Professor Emeritus of Nursing

Kern, Abraham K. (1959-1977) Bowdoin College, A.B., 1936; University of Maine, M.Ed., 1956; Professor Emeritus of Biology

Kerr, Elizabeth F. (1957-1974) Marygrove College, B.S., 1939; Columbia University, A.M., 1946, Ed.D., 1956; Professor Emerita of Education

Keysor, John F. (1974-2000) University of Wisconsin, B.S., 1962; M.S., 1966; Registrar Emeritus

Khoury, Colleen (1985-2009) Colby College, B.A., 1964; Illinois Institute of Technology/Chicago-Kent College of Law, J.D., 1975; Professor Emerita of Law, University of Maine School of Law

Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service

Lawson, Marjorie T. (1994-2013) Theil College, BA, 1969; University of Pittsburgh School of Nursing, BS, 1970; Pennsylvania State School of Nursing, MSN, 1976; University of Rochester School of Nursing, Ph.D., 1995; Associate Professor Emerita of Nursing

Long, Diana E. (1989-2007) Smith College, B.A., 1959; Yale University, M.A., 1960, Ph.D., 1966; Professor Emerita of History

MacDonald, Stephen A. (1970-2005) Gorham State College, B.S., 1963; University of Maine, M.A., 1964; Case Western Reserve University, Ph.D., 1972; Associate Professor Emeritus of Mathematics

MacPherson, Kathleen I. (1974-2000) Boston University, B.S., 1963; M.A., 1965; M.S., 1974; Brandeis University, Ph.D., 1986; Professor Emerita of Nursing

Mainville, Waldeck E., Jr. (1965-2005) University of Maine, B.S., 1960; Bowdoin College, A.M., 1964; Bowling Green State University, Sp.Ed., 1965; Michigan State University, Ph.D., 1972; Professor Emeritus of Mathematics

McKeil, Richard L. (1966-1995) University of Maine, B.A., 1959, M.A., 1965; Professor Emeritus of Business Administration

McMahon, Robert C. (1969-1997) Editor, Center for Business and Economic Research; University of Washington, B.A., 1959, M.A., 1964;

Lehigh University, Ph.D., 1970; Associate Professor Emeritus of Economics

Miller, Lynne (1987-2013) University of Pennsylvania, B.A., 1967; Harvard University, M.A.T., 1970; University of Massachusetts, Amherst, Ed.D., 1975; Professor Emerita of Education

Mitchell, John (1947-1977) Fitchburg State College, B.S., 1939; University of Minnesota, M.A., 1947; Pennsylvania State University, Ed.D., 1954; Professor Emeritus of Industrial Arts

Monsen, S. Henry (1969-1996) Florida State University, B.A., 1957; University of California at Los Angeles, M.A., 1959; University of Texas, Ph.D., 1967; Professor Emeritus of Sociology

Moore, Dorothy D. (1968-1995) University of Maine, B.S., 1966, M.Ed., 1968, Ed.D., 1978; Associate Professor Emerita of Education

Moore, William H. (1971-2011) Gorham State College, B.S., 1969; University of Southern Maine, M.Ed., 1970; University of Tennessee, Ed.D., 1979; Associate Professor Emeritus of Technology

Morrill, David (1970-1999) Morehead State College, B.S., 1967; Texas A&M University, M.Ed., 1968; Ed.D., 1970; Associate Professor Emeritus of Education

Murphy, Stephen T. (1995-2011) Holy Cross College, B.A., 1966; SUNY Buffalo, Ph.D., 1973; Professor Emeritus of Counselor Education

Nannay, Robert (1972-2008) Trenton State College, B.A., 1964, M.A., 1967; University of Maryland, Ed.D., 1970; Professor Emeritus of Technology Education

Nealand, Sallie C. (1980-2002) Mount Holyoke College, A.B., 1961; University of Delaware, B.S.N., 1973; University of Pennsylvania, M.S.N., 1979; Peabody College, Vanderbilt University, Ed.D., 1992; Assistant Professor Emerita of Nursing

Neuberger, Harold T. (1957-1991) Iowa-Wesleyan College, B.S., 1952; University of New Mexico, M.S., 1953; Boston University, E.D., 1964; Professor Emeritus of Science Education

Newton, Thomas A. (1987-2007) Hobart College, B.S., 1965; Bucknell University, M.S., 1968; University of Delaware, Ph.D., 1973; Professor Emeritus of Chemistry

Normandeau, Jeanne G. (1968-1997) Boston College, B.S., 1964, M.S., 1967; Boston University, Ed.D., 1988; Associate Professor Emerita of Nursing

Padula, Alfred L. (1972-1998) Holy Cross College, B.S., 1957; Universidad de las Americas, M.A., 1961; University of New Mexico, Ph.D., 1975; Professor Emeritus of History

Rhodes, Gale (1985-2007) North Carolina State University, B.S., 1965; University of North Carolina, Ph.D., 1971; Professor Emerita of Chemistry

Ricci, John S. (1981-2001) American International College, A.B., 1962; Columbia University, M.A., 1963; SUNY (Stony Brook), Ph.D., 1969; Professor Emeritus of Chemistry

Rieser, Alison (1980-2007) Cornell University, B.S., 1973; George Washington University, J.D., 1976; Yale Law School, LL.M., 1990; Professor Emerita of Law, University of Maine School of Law

Roberts, James W. (1967-2005) San Diego State College, B.A., 1954; University of North Carolina, Ph.D., 1973; Associate Professor Emeritus of Political Science

Rodgers, Marianne W. (1981-2007) Vanderbilt University, 1991, MSN, Boston University 1981, BSN University of Maine, 1967; Professor Emerita of Nursing

Rogers, Paul C. (1965-1992) College of the Holy Cross, B.N.S., 1945; Boston University, M.A., 1948; Professor Emeritus of Mathematics

Romanyshyn, John M. (1953-1981) University of Oklahoma, B.A., 1942; University of Chicago, M.A., 1952; Professor Emeritus of Social Welfare

Rootes, Minor R. (1966-2005) University of California, Santa Barbara, A.B., 1954; San Francisco State College, M.A., 1961; University of Connecticut, M.F.A., 1983; Professor Emeritus of Theatre

Saldanha, Estelita L. (1966-1985) University of Lisbon, B.A., 1943; University of Nebraska, B.S., 1946, M.A., 1947; Cornell University, Ph.D., 1950; Professor Emeritus of Psychology

Schaible, Robert M. (1986-2011) Furman University, B.A., 1965; University of Tennessee, M.A., 1966, Ph.D., 1971; Professor Emeritus of Arts and Humanities

Schwanauer, Francis (1965-2006) Technical University of Stuttgart, Dr. Phil., 1959; Professor Emeritus of Philosophy

Smith, Charles F. (1969-1993) Westfield State College, B.S., 1960; University of Massachusetts, M.S., 1963, Ed.D., 1969; Associate Professor Emeritus of Educational Administration

Smith, Dorothy Woods (1986-1999) Johns Hopkins University, B.S.N., 1960; University of Southern Maine, M.Ed., 1975; New York University, M.A., 1985; Ph.D., 1992; Associate Professor Emerita of Nursing

Sottery, Theodore W. (1956-1988) Dartmouth, B.N.S., 1949; University of Maine, M.S., 1956, Ph.D., 1966; Professor Emeritus of Chemistry

Southworth, Robert S. (1963-1994) Boston University, B.A., 1951, Ed.M., 1958, Ed.D., 1965; Professor Emeritus of Educational Psychology

Stebbins, Richard G. (1983-2007) Wesleyan University, B.A., 1965; Texas A & M University, Ph.D., 1970; Professor Emeritus of Chemistry*

Steinman, Richard (1966-1987) University of Missouri, B.A., 1949; Columbia University, M.S., 1952; Brandeis University, Ph.D., 1968; Professor Emeritus of Social Work

Stevens, Reid D. (1985-2013) Suffolk University, B.S., 1971; University of Maine, M.Ed., 1973; University of Georgia, Ph.D., 1981; Associate Professor Emeritus of Education

Stump, Walter R. (1968-2008) San Diego State College, B.A., 1959, M.A., 1960; Indiana University, Ph.D., 1974; Professor Emeritus of Theatre

Sturgeon, Richard H. (1962-2003) University of Maine, B.S., 1960; M.Ed., 1996; Director Emeritus of Learning Foundations

Sutton, John M., Jr. (1978-2004) Boston College, A.B., 1961; University of Maine, M.S., 1972, Ed.D., 1976; Professor Emeritus of Counselor Education

Tiffany, Julia C. (1981-1999) University of Washington, B.S., 1962; Rutgers, The State University, M.S., 1967; Vanderbilt University, Ed.D., 1990; Associate Professor Emerita of Nursing

Tizón, Judy (1972-2010) University of Illinois, B.A., 1965; University of California, M.A., 1969, Ph.D., 1975; Associate Professor Emerita of Anthropology

Tukey, Geraldine M. (1970-2000) Mercy College of Detroit, B.S.N., 1957; Boston University, M.S., 1964; Associate Professor Emerita of Nursing

Ubans, Juris K. (1968-2009) Syracuse University, B.F.A., 1966; Pennsylvania State University, M.F.A., 1968; Professor Emeritus of Art

Ventresco, Fiorello B. (1966-1997) Boston University, A.B., 1959; University of Michigan, M.A., 1961; Associate Professor Emeritus of History

Vines, Susan W. (1991-2003) Keuka College, B.S.N., 1966; Boston University, M.S.N., 1971; Case Western Reserve University, Ph.D., 1987; Associate Dean Emerita for Research and Associate Professor Emerita of Nursing

Walkling, Robert A. (1969-2006) Swarthmore College, B.A., 1953; Harvard University, M.S., 1954, Ph.D., 1962; Associate Professor Emeritus of Physics

White, William "Bumper" (1998-2011) Lake Forest College, B.A., 1974 Lesley College, M.A., 1975; University of Massachusetts, Ph.D., 1985; Associate Professor Emeritus of Education

Whitten, Maurice M. (1955-1983) Colby College, A.B., 1945; Columbia University, M.A., 1949: The Ohio State University, Ph.D., 1971; Professor Emeritus of Chemistry

Witherill, Robert D. (1966-1983) Colby College, A.B., 1947; University of Maine, M.A., 1953, M.Ed., 1962; Associate Professor Emeritus of Economics

Wood, Margo (1980-2009) Vassar College, B.A., 1961; University of Southern Maine, M.S.Ed., 1979; Boston University, Ed.D., 1986; Professor Emerita of Education

Woshinsky, Oliver H. (1971-2001) Oberlin College, B.A., 1961; Yale University, M.A., 1967, M. Phil., 1968, Ph.D., 1971; Professor Emeritus of Political Science

Young, Anne P. (1965-1984) Boston University, B.S., 1943, M.A., 1944; University of Chicago, Ph.D., 1951; Professor Emerita of History

*Deceased

FACULTY

Aboueissa, AbouEl-Makarim A. (2005) Associate Professor of Mathematics and Statistics; Alexandria University, B.S., 1985, M.S., 1992; Michigan State University, M.S. 1998; Western Michigan University, Ph.D., 2002

Abrams, Richard H. (1979) Associate Professor of English; McGill University, B.A., 1964; University of Pennsylvania, M.A., 1965; University of New York, Ph.D., 1968

Aicher, Peter J. (1993) Professor of Classics; Colgate University, A.B., 1977; University of North Carolina, M.A., 1981, Ph.D., 1986

Aiello, Frederic (1983) Associate Professor of Business Administration and Senior Research Associate, Center for Business and Economic Research; Northeastern University, B.S., B.A., 1971, M.B.A., 1974

Alagic, Suad (2001) Professor of Computer Science; University of Sarajevo, B.S., 1970; University of Massachusetts, M.S., 1972; University of Edinburgh, Ph.D., 1977

Alexandrin, Julie R. (2007) Associate Professor of Special Education; Clark University, B.A., 1990; University of Connecticut, M.A. 1996, Ph.D., 2001

Anderson, Andrew L. (1975) Dean, College of Science, Technology and Health, and Professor of Technology; University of Wisconsin at Platteville, B.S., 1973, M.S., 1975; Iowa State University, Ph.D., 1983

Andonian, Jeanette M. (2001) Associate Professor of Social Work; Northeastern University, B.S., 1984; Simmons College, M.S.W., 1987; Tulane University, Ph.D., 2000

Arey, Angela Crossman (2007) Associate Legal Writing Professor; American University, B.A., 1995; University of Maine School of Law, J.D., 2005

Artz, Nancy (1989) Director of USM Honors Program and Professor of Business Administration; The Pennsylvania State University, B.S., 1979; Northwestern University, M.M., 1982, Ph.D., 1989

Ashley, Kathleen M. (1978) Distinguished Professor and Professor of English; Duke University, B.A., 1969, M.A., 1970, Ph.D., 1973

Atkinson, Robert (1987) Professor of Education/Human Resource Development; Long Island University, B.A., 1967; SUNY, Cooperstown, M.A., 1969; University of New Hampshire, M.A., 1981; University of Pennsylvania, Ph.D., 1985

Ball, Carolyn (2011) Associate Professor of Public Policy; Nasson College, B.A., 1973; Southern Illinois University, M.A., 1978; Purdue University, Ph.D., 1990

Bam, Dmitry (2011) Associate Professor of Law; Syracuse University, B.S., 2001; Stanford Law School, J.D., 2004

Bampton, Matthew (1992) Professor of Geography; Portsmouth Polytechnic, B.A., 1984; Clark University, M.A., 1990, Ph.D., 1991

Baruch-Runyon, Adele (2005) Associate Professor of Counselor Education; William Smith College, B.A., 1977; Lesley College, M.A., 1981; Syracuse University School of Social Work, M.S.W., 1990, Ph.D., 2005

Baugh, Nancy (2010) Assistant Professor of Nursing; Atlantic Christian College, B.S.N., 1979; Virginia Commonwealth University, M.S.N., 1984; Ph.D., 2010

Baugher, John E. (2005) Associate Professor of Sociology; Towson University, B.S., 1991; Tulane University, M.A., 1994, Ph.D., 2001

Beaudry, Jeffrey (1995) Associate Professor of Educational Leadership; University of Washington, B.A., 1973; University of Illinois at the Medical Center, M.H.P.E., 1981; University of Illinois at Chicago Ph.D., 1987

Beirne, Piers (1982) Professor of Criminology and Legal Studies; Essex University, B.A., 1971; Durham University, Ph.D., 1975

Belicose, Raymond (2004) Lecturer of Social Work; Rutgers University, B.S.W., 1978, M.S.W., 1980, Ph.D., 1998

Benedict, Dianne (1984) Associate Professor of English; Goddard College, B.A., 1976, M.F.A., 1979

Benedict, Lucille (2007)Associate Professor of Chemistry; Marywood University, B.S., 1999; SUNY Oneonta, B.S., 2002; Rensselaer Polytechnic Institute, Ph.D., 2007

Bennett, James A. (2004) Associate Professor of Finance; Dartmouth College, A.B., 1986; University of Texas, Ph.D., 1994

Bernacchio, Charles (2011) Assistant Professor of Counselor Education; Boston University, B.A., 1973; Boston College, M.Ed., 1980, University of Maine, Ed.D., 2003

Bertram, Benjamin (1997) Associate Professor of English; University of California-Santa Cruz, B.A., 1989, M.A., 1994; University of California-San Diego, Ph.D., 1997

Bickford, Rebekah (2012) Lecturer in School Psychology; Mississippi State University, B.A., 1991; Iowa State University, M.S., 1993; University of Southern Maine, Ph.D., 2012

Bickmore, Tammy (2010) Lecturer of Occupational Therapy; Manchester Community College, A.S., 1988; University of New Hampshire, B.S., 1990, M.S., 2001

Bischof, Elizabeth M. (2007) Associate Professor of History; Boston College, B.A., 1999, M.A., 2001, Ph.D., 2005

Bjelic, Dusan (1990) Professor of Criminology; University of Belgrade, B.A., 1976, M.A., 1981; Boston University, Ph.D., 1989

Black, Roxie (1997) Director of Occupational Therapy Program and Professor of Occupational Therapy; Boston University, B.S., 1968; University of Southern Maine, M.S., 1989; Lesley University, Ph.D., 2002

Blue, Carl (2011) Associate Professor of Technology; Appalachian State University, B.S., M.S., 2001; North Carolina State University, Ph.D., 2006

Blum, Janet Whatley (1999) Associate Professor of Exercise, Health, and Sport Sciences; University of Maine, B.S., 1982; Northeastern University, M.S.,1987; Boston University, Sc.D., 1991

Bolda, Elise J. (1995) Associate Research Professor of Health Policy and Management; University of Vermont, B.A., 1974; University of North Carolina at Chapel Hill, M.S.P.H., 1986, Ph.D., 1995

Boothe, Robert (1993) Associate Professor of Computer Science; University of California San Diego, B.S., 1985; University of California Berkeley, M.S., 1989, Ph.D., 1993

Bouvier, Rachel A. (2005) Associate Professor of Economics; Smith College, B.A., 1994; University of New Hampshire, M.S., 1996; University of Massachusetts, Ph.D., 2003

Brady, E. Michael (1984) Professor of Adult Education and Senior Research Fellow, Osher Lifelong Learning Institute; St. Mary's Seminary and University, A.B., 1971; University of Connecticut, M.S.W., 1977; St. Mary's Seminary and University, M.Div., 1980; University of Connecticut, Ph.D., 1982

Briggs, David A. (1984) Associate Professor of Computer Science; Swarthmore College, B.A., 1975; University of Massachusetts at Amherst, M.S., 1984, Ph.D., 1988

Broida, John P. (1985) Associate Professor of Psychology; University of Colorado at Boulder, B.S., 1973; Western Illinois at Macomb, M.S., 1976; SUNY Albany, Ph.D., 1984

Brown, Scott W. (1987) Professor of Psychology; Goddard College, B.A., 1974; University of Maine, Ph.D., 1984

Brown-Chidsey, Rachel (2000) Associate Professor of Human Resource Development; Whitman College, B.A., 1987; University of Massachusetts, M.A., 1989; Smith College, M.A.T., 1991; University of Massachusetts, Ph.D., 2000

Brown-Denico, Bonny (1998) Lecturer in Physical Education, Head Softball and Field Hockey Coach; University of Southern Maine, B.S., 1991, M.S., 1998

Brunette, John (2003) Lecturer of Mathematics and Statistics; University of Maine, B.A., 1968; Bowdoin College, A.M., 1993; Idaho State University, D.A., 1995

Burk, George (1985) Associate Professor of Art; Indiana University, B.S., 1961, M.F.A., 1963

Burke, E. James (2005) Clinical Professor of Law, Cumberland Legal Aid Clinic, University of Maine School of Law; Bates College, B.A., 1971; Western New England College School of Law, J.D., 1976

Cameron, Ardis (1988) Professor and Director of the Master of Arts in American and New England Studies Program; Western College for Women, Miami University, B.A., 1970; Stetson University, M.A., 1973; Boston College, Ph.D., 1986

Canniff, Julie G. (2000) Associate Professor of Teacher Education; Coe College, B.A., 1967; Harvard University, M.T.S., 1994, Ed.D., 1999

Capelluti, Joseph (1988) Professor of Education; University of Maine, B.S., 1970; University of Southern Maine, M.S., 1972; Virginia Polytechnic Institute and State University, Ed.D., 1975

Carey, David, Jr. (2000) Associate Dean, College of Arts, Humanities and Social Sciences and Professor of History; University of Notre Dame, B.A., 1990; Tulane University, M.A., 1995; Ph.D., 1999

Caron, Paul G. (1999) Associate Professor of Education; University of Lowell, B.S., 1978; Boston College, M.Ed., 1989, Ph.D., 1994

Carroll, Lorrayne A. (1998) Associate Professor of English; University of Southern Maine, A.B., 1986; Johns Hopkins University, M.A., 1989, Ph.D., 1996

Cassidy, Donna M. (1987) Professor of Art and American and New England Studies; University of Lowell, B.A., 1979; Boston University, M.A., 1982, Ph.D., 1988

Caton-Lemos, Laurie (1987) Instructor of Nursing; RN University of Southern Maine, BSN, 1979; University of Southern Maine, MSN, 1988; University of Southern Maine

Champlin, David (2001) Associate Professor of Biological Sciences; St. Olaf College, B.A., 1982; Cornell University, Ph.D., 1992

Chapkis, Wendy L. (1995) Professor of Sociology and Women and Gender Studies; University of California at Santa Cruz, B.A., 1977, M.A., 1989; University of California, Ph.D., 1995

Chen, Johnny (2010) Assistant Professor of Marketing; Oregon State University, B.A., 1997; University of Oregon, M.B.A., 2000; Ph.D., 2010

Chaulet, Frédérique Emmanuelle (1996) Lecturer of Theatre; Lycee Dautet, B.A., 1979; ESCP Europe, MIM, 1983; Lee Strasberg Theatre and

Film Institute

Chene, Douglas G. (2007) Associate Professor of Accounting; The University of Michigan, Ann Arbor, A.B., 1976; The University of Michigan School of Public Health Service Traineeship, M.P.H., 1978; University of Illinois at Chicago, Ph.D., 1995; Thomas College, M.S., 2000

Chickering, Ellen (1998) Professor of Music; Syracuse University, B.M.E., 1964, M.M., 1972

Chinn, Susan J. (2001) Associate Professor of Management Information Systems; Virginia Commonwealth University, B.F.A., 1975, M.S., 1992; Kent State University, Ph.D., 1997

Christiansen, Paul (2005) Associate Professor of Music; California State University, B.A., 1990; University of California, Ph.D., 2002

Clary, Bruce (1987) Professor of Public Policy and Management and Senior Research Associate; University of California at Santa Barbara, B.A., 1968; University of Southern California, M.A., 1970, Ph.D., 1974

Cleary, Rosemary J. (1998) Associate Professor of Social and Behavioral Sciences; Loyola University, B.A., 1975, M.A., 1978; University of Dallas, Ph.D., 1990

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

Coakley, Robert W. (1984) Associate Professor of Physics; The Ohio State University, B.S., 1965; Dartmouth College, M.A., 1968; University of Vermont, Ph.D., 1974

Coburn, Andrew F. (1981) Associate Dean, College of Management and Human Service and Research Professor of Health Policy and Management; Brown University, A.B., 1972; Harvard Graduate School of Education, Ed.M., 1975; Brandeis University, Ph.D., 1981

Cole, Lucinda (1989) Associate Professor of English and Director, Women and Gender Studies; Auburn University, B.A., 1980; Louisiana State University, M.A., 1987, Ph.D., 1990

Colgan, Charles S. (1989) Professor of Public Policy and Management, Muskie School of Public Service, and Senior Research Associate, Center for Business and Economic Research; Colby College, B.A., 1971; University of Maine, Ph.D., 1992

Collom, V. Edward (2001) Professor of Sociology; University of California Riverside, B.S., 1992; M.A., 1996; Ph.D. 2001

Colton-Spina, Jill (2002) Lecturer of Nursing; University of Maryland, B.A., 1992; University of Southern Maine, B.S.N, 1994; M.S.N.

Congdon, Clare Bates (2007) Associate Professor of Computer Science; Wesleyan University, B.A., 1985; University of Michigan, M.S., 1988, Ph.D., 1995

Conway, Jeremiah P. (1978) Associate Professor of Philosophy; Fordham University, B.A., 1970; Yale University, M.Phil., 1974, Ph.D., 1978

Coste, Tara Grey (1997) Associate Professor of Leadership and Organizational Studies; Michigan Technological University, B.S., 1988, M.S., 1993, Ph.D., 1996

Cowart, Wayne (1989) Professor of Linguistics; Florida State University, B.A., 1967; Queens College, City University of New York, M.A., 1975; Ph.D.,1983

Croteau, Karen A. (1998) Professor of Exercise, Health, and Sport Sciences; Bridgewater State College, B.S., 1983; McNeese State University, M.Ed., 1989; Boston University, Ed.D., 1998

Cummings, Glenn (2013) Assistant Professor of Educational Leadership; Ohio Wesleyan University, B.A., 1983; Brown University, M.A., 1984; Harvard University, M.P.A., 1996; University of Pennsylvania, Ed.D., 2010

Currie, Douglas A. (2003) Associate Professor of Biological Sciences; University of St. Andrews, B.Sc., 1985; University of Cambridge, Ph.D., 1992

Curry, James A. (1985) Associate Professor of Special Education; Whitworth College, B.A., 1968; University of Georgia, M.Ed., 1973, Ed.D., 1985;

Day, Karen L. (2003) Lecturer in Adult Education and Human Resource Development; Cornell University, B.S., 1969; Harvard University, M.A.T., 1970; University of Southern Maine, C.A.S., 2003

Davenport, Brian (2013) Assistant Professor of Leadership & Organizational Studies; Whitworth University, B.A., 2002; University of Puget Sound, M.A., 2003; Gonzaga University, Ph.D., 2013

Dean, Ann C. (2000) Associate Professor of English and Director of College Writing; Harvard University, B.A., 1989; Rutgers University, Ph.D., 1999

Dean, Matthew (2010) Assistant Professor of Business Administration; The College of William and Mary, B.S., 1997; University of Connecticut, Ph.D., 2010

Deprez, Luisa S. (1976) Professor of Sociology; Keuka College, B.A., 1970; Rutgers University, M.S.W., 1971; Brandeis University, Ph.D., 1995

Diamon, Rolf (2003) Lecturer in Sociology; University of Maine at Portland-Gorham, B.A., 1974; Case Western Reserve, M.A., 1976; Boston University, Ph.D., 1993

Diluzio, Raphael (2012) Associate Professor of Art; California State University, B.F.A., 1987; University of Pennsylvania, M.F.A., 1991

Duboise, S. Monroe (1997) Associate Professor of Applied Immunology; University of Texas-Austin, B.A., 1973, M.A., 1977; Yale University, Ph.D., 1994

Dvorak, Jean (2002) Instructor of Nursing; University of Michigan School of Nursing, BSN, 1974; University of Michigan Schools of Public Health and Nursing, MSN, 1982

Eagan, Eileen M. (1987) Associate Professor of History; D'Youville College, B.A., 1968; University of Wisconsin, M.A., 1970; Temple University, Ph.D., 1979

Early, David J. (1989); Lecturer in Technology; Northeastern University, B.S., 1973; Rensselaer Polytechnic Institute, M.S., 1976

Ebben, Maureen (2007) Lecturer in Communication/Media Studies; Carroll College, B.A., University of Wisconsin-Milwaukee, M.A., Goldsmiths' College, University of London, M.A.; University of Illinois at Urbana-Champaign, Ph.D.

Edney, Matthew H. (1995) Professor of American and New England Studies and Anthropology/Geography; University College London, University of London, B.Sc., 1983; University of Wisconsin at Madison, M.S., 1985, Ph.D., 1990

Edwards, Julia (2010) Lecturer in Political Science; University of Southern Maine, B.A., 2005; Seton Hall University, M.A., 2009

Elliott, Elizabeth K. (1990) Coordinator of the Undergraduate Nursing Program and Clinical Instructor and Lecturer of Nursing; Barnard College, AB, 1973; Columbia University School of Nursing, BS, 1976; Simmons College, MSANP, 1981

El-Taha, Muhammad A. (1987) Professor of Mathematics; Haigazian College, B.S., 1978; American University of Beirut, M.S., 1980; North Carolina State University, Ph.D., 1986

Enrico, Denise (2001) Lecturer in Literacy Education; University of Maine Farmington, B.S., 1985; University of Southern Maine, M.S., 1994

Eppolito, Amy K. (2011) Lecturer of Psychology; George Mason University, B.S., 2000, M.A., 2004, Ph.D., 2009

Erickson, Nancy E. (1996) Associate Professor of French; Moorhead State University, B.S., 1979; University of Minnesota, M.S., 1983; University of Michigan, Ph.D., 1992

Ettenger, Kreg (2004) Associate Professor of Anthropology; SUNY College, M.S., 1991; Syracuse University, Ph.D., 2004

Fackler, Carol (2010) Assistant Professor of Nursing; University of Rhode Island, B.S.N., 1973; University of Massachusetts Boston, M.S., 2002, Yale University, D.N.Sc., 2010

Faherty, Vincent E. (1988) Professor of Social Work; St. Joseph's College and Seminary, B.A., 1960; Fordham University, M.S.W., 1970; University of Utah, D.S.W., 1976; University of Geneva, M.B.A., 1984

Faksh, Mahmud A. (1987) Professor of Political Science; American University of Beirut, B.A., 1965; Oklahoma State University, M.A., 1967; University of Connecticut, Ph.D., 1973

Fallona, Catherine (2000) Associate Dean, College of Management and Human Service and Associate Professor of Education; University of Maine, B.S., 1991; University of Arizona, M.A.Ed., 1994; Ph.D., 1998

Farmer, Bonnie Cashin (2002) Associate Professor of Nursing; Northeastern University, A.S., 1969; St. Anselm College, B.S., 1972; University of New Haven, M.P.A., 1984; University of Rhode Island, Ph.D., 1994

Feiner, Susan F. (1995) Professor of Economics and Women and Gender Studies; Evergreen State College, B.A., 1975; University of Massachusetts, Ph.D., 1981

Finch, Annie (2005) Director, Stonecoast M.F.A. in Creative Writing Program and Professor of English; Yale University, B.A., 1979; University of Houston, M.A., 1986; Stanford University, Ph.D., 1991

Fineran, Susan (2002) Director of the School of Social Work and Professor of Social Work; Russell Sage College, B.A., 1974; The Catholic University of America, M.S.W., 1981; University of Illinois at Chicago, Ph.D., 1996

Fitts, Charles R. (1991) Professor of Geosciences; Colby College, B.A., 1976; Cornell University, M.S., 1979; University of Minnesota, M.S., 1985, Ph.D., 1990

Flaherty, Edward J. (1985) Lecturer in Physical Education and Baseball Coach; University of Maine, B.S., 1976; University of Southern Maine, M.S., 1981

Ford, James R. (2001) Associate Professor of Chemistry; University of Massachusetts, B.S., 1997; Ph.D., 1984

Forhan, Kate (2009) Professor of Political Science; University of California, B.A., 1971; M.A., 1972; The John Hopkins University, Ph.D., 1987

Fournier, Margaret A. (1976) Associate Professor of Nursing; Fitchburg State College, B.S.N., 1972; Boston University, M.S.N., 1976

Fraumeni, Barbara (2005) Professor of Public Policy and Management, Muskie School of Public Service; Wellesley College, B.A., 1972; Boston College, Ph.D., 1980

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

Gainey, Louis F., Jr. (1976) Professor of Biological Sciences; Florida State University, B.S., 1969, M.S., 1972, Ph.D., 1976

Galbraith, Christine D. (2001) Professor of Law; University of Illinois, B.S., 1992; University of Illinois College of Law, J.D., 1995

Gavin, William J. (1968) Professor of Philosophy; Fordham University, B.A., 1965, M.A., 1967, Ph.D., 1970

Gayton, William F. (1974) Professor of Psychology; Springfield College, B.S., 1963; University of Maine, M.A., 1965, Ph.D., 1968

Ghachem, Malick (2010) Associate Professor of Law; Harvard College, B.A., 1993; Stanford University, Ph.D., 2002; Harvard Law School, J.D., 2002

Ghorashi, Mehrdaad (2009) Associate Professor of Engineering; Sharif University of Technology, B.Sc., 1987, M.Sc., 1989, Ph.D., 1994; Institute for Research in Planning and Development, M.Sc., 1998; Carleton University, Ph.D., 2009

Gilbert, Dennis (2002) Lecturer, Communication and Media Studies; Colby College, B.A., 1972; University of Iowa, M.F.A., 1975

Gish, Nancy K. (1979) Professor of English; Western Michigan University, B.A., 1964; University of Michigan, M.A., 1965, Ph.D., 1973

Gold, Joel I. (1973) Professor of Finance; Pace College, B.B.A., 1968; Bernard Baruch College, M.B.A., 1972; University of Southern Maine, M.S., 1982; Florida State University, Ph.D., 1990

Goldenberg, Marcia (2010) Lecturer in Nursing; SUNY Geneseo, B.A., 1980; University of Southern Maine, M.S., 1995

Gramlich, Jeffrey D. (2003) Professor of Accounting and L.L. Bean/Lee Surace Endowed Chair; Western State College of Colorado, B.A., 1980; University of Denver, M.Acc., 1981; University of Missouri, Ph.D., 1988

Grant, Kim T. (1997) Associate Professor of Art; University of Virginia, B.A., 1984; University of Essex, M.A. 1987; University of Texas-Austin, Ph.D., 1995

Grover, Richard A. (1988) Associate Professor of Business Administration and Senior Research Associate, Center for Business and Economic Research; University of Connecticut, B.S., 1976; The Ohio State University, M.S., 1980, Ph.D., 1984

Gualtieri, Meghan Brodie (2010) Assistant Professor of Theatre; Ursinus College, B.A., 2000; Cornell University, M.A., 2003; Cornell University, Ph.D., 2010

Gupta, Bhisham C. (1985) Professor of Applied Mathematics; Punjab University, M.A., 1964; University of Windsor, M.S., 1969, Ph.D., 1972

Guvench, Mustafa G. (1989) Professor of Electrical Engineering; Middle East Technical University, B.S.E.E., 1968, M.S.E.E., 1970; Case Western Reserve University, M.S., 1975, Ph.D., 1975

Hamilton, Nathan D. (1987) Associate Professor of Archaeology; University of Southern Maine, B.A., 1977; University of Pittsburgh, Ph.D., 1985

Hammer, Christy (2003) Associate Professor of Social and Behavioral Sciences; University of New Hampshire, B.A., 1985, M.A., 1987, Ph.D., 1994

Harris, David E. (1995) Professor of Natural and Applied Science; Salem State College, B.S.N., 1975; University of Vermont, Ph.D., 1990

Harris, E. Scott (1992) Director, School of Music, and Associate Professor of Music; Indiana University, B.M., 1980, M.M., 1987, Ph.D., 1993

Hart, Valerie A. (1996) Professor of Nursing; Peter Bent Brigham Hospital School of Nursing, RN, 1968; Boston College, BSN, 1975; Columbia University, MSN, 1977; University of Maine, Ed.D, 1994

Hartley, David (1994) Research Professor, Health Policy; Muskie School of Public Service; University of Minnesota, B.S., 1972; M.H.A., 1987; Ph.D., 1993

Hausman, Margaret C. (2008) Lecturer of Chemistry; Bowdoin College, A.B., 1988; University of Connecticut - Institute of Materials Science, M.S., 1994; University of Maine, Ph.D. 1999

Heimes, Rita (2001) Clinical Professor of Law and Director of the Center for Law & Innovation; University of Iowa, B.A., 1990; Drake University Law School, J.D., 1993

Heiser, Robert S. (2005) Associate Professor of Marketing; St. Joseph's University, B.A. and B.S., 1976; St. Thomas University, M.B.A., 1984; New Mexico State University, Ph.D., 2005

Henrikson, Karl (2003) Men's Basketball Coach and Lecturer in Physical Education; University of Southern Maine, B.A., 1979; Springfield College, M.S., 1987

Hewitt, Duncan A. (1976) Professor of Art; Colby College, B.A., 1971; University of Pennsylvania, M.F.A., 1975

Hillard, Michael (1987) Professor of Economics and Senior Research Associate, Center for Business and Economic Research; University of Massachusetts, B.A., 1980, Ph.D., 1988

Hitchcock, Jan L. (1989) Professor of Social and Behavioral Sciences; Pitzer College, B.A., 1977; Harvard University, M.A., 1982, Ph.D., 1984

Howard, H. Cabanne (1997) Assistant Professor of Law and Public Policy; Cornell University, B.A., 1964; Georgetown University Law Center, J.D., 1970

Hrenko, Kelly (2010) Assistant Professor of Art; Southern Illinois University, B.F.A., 2000; University of Minnesota, M.Ed., 2005; University of Minnesota, Ph.D., August 2010

Huston, Sara (2010) Assistant Research Professor; Hampshire College, B.A., 1988; University of Pittsburgh, Ph.D., 1993

Jacobus, Michelle Vazquez (2002) Associate Professor of Social and Behavioral Sciences; Duke University, B.A., 1986; Stanford Law School, J.D., 1990, New York University School of Social Work, M.S.W., 1996

Jankowski, Mariusz (1990) Professor of Electrical Engineering; The City College of New York, B.E.E., 1980, M.E.E., 1982; City University of New York, Ph.D., 1989

Jenkins, Daniel M. (2012) Assistant Professor of Organizational Studies; Florida State University, B.S., 2002; University of South Florida, M.A., 2007; Ph.D., 2011

Johnson, Deborah F. (1992) Associate Professor of Psychology; Hofstra University, B.A., 1971; University of London, M.Sc., 1975; University of New Hampshire, M.A., 1979, Ph.D., 1986

Johnson, Gary J. (1989) Associate Professor of History; Texas Tech University, B.A., 1969; University of Michigan, A.M., 1978, Ph.D., 1984

Johnson, Paul (1999) Associate Professor of Social Work; Teesside University, B.A., 1983; Anglia University, M.S.W., 1986; Yeshiva University, D.S.W., 1996

Johnson, Rosemary (1987) Associate Professor of Nursing; McGill University, B.N., 1972; University of Rochester, M.S., 1976; University of Colorado, Ph.D., 1987

Joly, Brenda M. (2006) Associate Research Professor of Health Policy and Management, Institute for Health Policy, Muskie School of Public Service; University of New Hampshire, B.S., 1995; University of South Florida, M.P.H., 1997, Ph.D., 2001

Jones, David B.(1998), Associate Professor of Recreation and Leisure Studies; Keystone Junior College, AA, 1972; Pennsylvania State University, BS, 1975; University of Minnesota, M Ed, 1980; University of Oregon, Ed.D, 1989

Jones, Ken (2002) Associate Professor of Teacher Education; University of Louisville, B.S., 1987; M.Ed., 1990; Ed.D., 1999

Jones, Susan (2006) Lecturer of Counselor Education; West Virginia University, B.A., 1988; Marshal University, M.A., 1990; University of Kentucky, Ph.D., 1996

Kading, Charles S. (1978) Professor of Theatre; California State University, B.A., 1973; University of Washington, M.A., 1975; California State University-Fullerton, M.F.A., 1982

Kargul, Laura (1989) Professor of Music; University of Michigan, B.M., 1978, M.M., 1980, D.M.A., 1985

Kartez, Jack D. (1995) Professor of Community Planning and Development; Middlebury College, B.A., 1974; University of Oregon, M.U.P., 1976; University of North Carolina at Chapel Hill, Ph.D., 1990

Kaschub, Alan (1997); Lecturer of Music; B.M. University of Southern Maine, 1991; M.M., New England Conservatory, 1994

Kaschub, Michele (1997) Professor of Music; University of Southern Maine, B.S., 1990; University of Maine, M.M., 1994; Northwestern University, Ph.D., 1998

Katsekas, Bette (1993) Associate Professor of Counselor Education; University of New Hampshire, B.A., 1974, M.Ed., 1975; University of Maine, Ed.D., 1980

Kent, Assunta (1994) Associate Professor of Theatre; University of Illinois, B.S., 1976; University of Colorado, M.A., 1985; Northwestern University, Ph.D., 1994

Kerr, Dana (2008) Associate Professor of Risk Management and Insurance; University of Pennsylvania, B.S., 1990; Temple University, M.B.A., 1995; University of Wisconsin-Madison, Ph.D., 2002

Killmeier, Matthew (2005) Associate Professor of Communication and Media Studies; University of Louisville, B.A., 1992; University of Iowa, M.A., 1994, Ph.D., 2003

Kilroy, William (1991) Professor of Theatre; University of Rhode Island, B.F.A., 1981; University of Illinois, M.F.A., 1985

Kim, Yuseung (2010), Assistant Professor of Community Planning and Development; Yonsei University, B.S., 1999; Cornell University, M.R.P., 2001; University of Colorado Denver, Ph.D., 2010

Kimball, Walter (1988) Professor of Education; Centre College, B.A., 1975; University of Kentucky, M.S., 1978; The Ohio State University,

Ph.D., 1983

Kivatisky, Russell J. (1974) Assistant Professor of Communication; SUNY Brockport, B.S., 1970, M.A., 1971; Bowling Green State University, Ph.D., 1974

Klotz, Robert J. (2001) Associate Professor of Political Science; Indiana University, B.A., 1990; Washington University in St. Louis, Ph.D., 1998

Kohli, Amarpreet (2006) Associate Professor of Business Administration; R.V. College of Engineering, B.Sc., 1994; All India Management Association, M.B.A., 2000; University of Louisville, Ph.D., 2005

Kohli, Hermeet (2006) Associate Professor of Social Work; University of Dehli, B.Sc., 1994, M.S.W., 1996; University of Louisville, Ph.D., 2003

Kohn, Nina A. 2013) Visiting Professor of Law; Princeton University, A.B., 1999; Harvard Law School, J.D., 2002

Komisarjevsky, Vera (2012) Lecturer of Nursing; Columbia University, B.S., 2003; M.S., 2005

Kuech, Robert (1999) Associate Professor of Teacher Education; University of Vermont, B.A., 1975; Central Connecticut State College, M.S., 1981; Pennsylvania State University, Ph.D., 1999

Kuenz, Jane (1995) Associate Professor of English; Spring Hill College, B.A., 1983; University of Alabama, M.F.A., 1987; Duke University, M.A., 1991, Ph.D., 1995

Kuzma, Lynn M. (1998) Dean, College of Arts, Humanities and Social Sciences, and Associate Professor of Political Science; The Ohio State University, M.A., 1990, Ph.D., 1995

Lambert, David (1986) Associate Research Professor of Health Policy and Management; Tulane University, B.A., 1972; Indiana University, M.A., 1974; Brandeis University, Ph.D., 1986

Langley-Turnbaugh, Samantha J. (1996) Associate Vice President for Research, Scholarship & Creative Activity, and Professor of Environmental Science; University of Maine, B.S., 1987; University of New Hampshire, M.S., 1992; University of Wisconsin-Madison, Ph.D., 1995

Lapidus, Alexander (2011) Assistant Professor of Literacy Education; Moscow State University, Russia, B.A., 1999; Payap University, Thailand, M.A., 2002

LaPlante, Josephine M. (1985) Associate Professor of Public Policy and Management; Syracuse University, B.A., 1973, M.A., 1983, Ph.D., 1984

Lapping, Mark B. (1994) Distinguished Professor and Professor of Public Policy and Management; SUNY New Paltz, B.S., 1967; Emory University, Ph.D., 1972

LaSala, Gerald J., Jr. (1987) Professor of Physics and Director, Southworth Planetarium; Yale University, B.A., 1970; Rutgers University, M.S., 1978; Dartmouth College, Ph.D., 1983

Laz, Cheryl (1991) Associate Professor of Sociology; Hartwick College, B.A., 1984; State University of New York, M.A., 1987, Ph.D., 1991

Lazar, Ana (1975) Associate Professor of Social Work; SUNY Buffalo, B.A., 1970; Boston University, M.S.W., 1972; Simmons College, Ph.D., 1995

Lehmann, Robert (2001) Associate Professor of Music; University of the Pacific, B.M. 1990; Eastman School of Music, M.M., 1992

Levine, Ira (2002) Professor of Natural and Applied Sciences; State University of New York, Binghamton, B.S., 1977; University of Florida, M.S., 1980; University of Hawaii, Ph.D., 1986

Lichter, Erika (2005) Assistant Research Professor; Colby College, B.A., 1995; University of Arizona, M.A., 2000; Harvard School of Public Health, Sc.D., 2004

Lin, Lin (2011) Assistant Professor of Mechanical Engineering; Beijing Polytechnic University, B.S., 1994; University of Maine, M.S., 2003, Ph.D., 2010

Lockridge, Rebecca B. (1984) Associate Professor of Communication; Indiana University, A.B., 1960; Connecticut State College, Certificate, 1962; The Ohio State University, M.A., 1983, Ph.D., 1989

Louden, Robert B. (1982) Distinguished Professor and Professor of Philosophy; University of California at Santa Cruz, B.A., 1975; University of Chicago, M.A., 1976, Ph.D., 1981

Lück, Carlos L. (1995) Associate Professor of Electrical Engineering; University of Sao Paulo, B.S., 1988; University of Southern California, M.S., 1992, Ph.D., 1995

Lupica, Lois R. (1994) Professor of Law and Associate Dean for Faculty Development; Cornell University, B.S., 1981; Boston University School of Law, J.D., 1987

Lutz, Whitney (2004) Lecturer of Nursing; University of Maine at Augusta, A.D.N., 1982; University of Texas-Arlington, B.S.N., 1994; M.S.N., 1997

Lynn, Dahlia B. (1996), Associate Provost and Vice President for Academic Affairs, Interim Dean for Graduate Studies and Associate Professor of Public Policy and Management; Ohio University, B.S., 1973; Indiana University, M.S., 1977; Florida International University, Ph.D., 1996

MacDonald, Thomas (1984) Associate Professor of Business Administration, University of Southern Maine, B.A., 1973, M.S., 1979, B.A., 1981

MacLeod, Bruce (1986) Associate Professor of Computer Science; Bowdoin College, A.B., 1979; Rensselaer Polytechnic Institute, M.S., 1981; University of Massachusetts, M.S., 1985, Ph.D., 1989

Maher, Christine R. (1997) Professor of Biological Sciences; Miami University, B.S., 1984; University of Idaho, M.S., 1986; University of California-Davis, M.S., 1990, Ph.D., 1992

Maine, Jeffrey A. (2003) Professor of Law; Florida Atlantic University, B.B.A., 1989, M.B.A., 1990; Stetson University College of Law, J.D., 1993; University of Florida College of Law, LL.M., 1994

Mamgain, Vaishali (1997) Associate Professor of Economics; L.S.R. College, Delhi University, B.A., 1988; Jawaharlal Nehru University, M.A., 1990; University of North Carolina, Ph.D., 1997

Manny, Carter (1986) Professor of Business Law; Harvard University, A.B., 1971; Boston University, J.D., 1975

Marasco, Rose (1986) Distinguished Professor and Professor of Art; Syracuse University, B.F.A., 1971; Goddard College, M.A., 1981; Visual

Studies Workshop (SUNY), Buffalo, M.F.A., 1991

Marshall, John A. (1996) Professor of Technology; Trenton State College, B.A., 1977; Texas A&M University, M.A., 1978, Ph.D., 1984

Martin, Corinne (2003) Instructor of Holistic Health; University of Southern Maine, B.A., 1997; Prescott College, M.A., 2000; Interfaith Theological Seminary and Prescott College, M.Div., 2003

Martin, Peter J. (1980) Professor of Music; Northern Illinois University, B.A., 1971; Wichita State University, M.M.E., 1973; Northwestern University, Ph.D., 1983

Marya, Deepika (2001) Associate Professor of English; University of Bombay, B.A., 1980; University of Massachusetts, M.A., 1992; Ph.D., 2001

Mather, Joan L. (2012) Assistant Professor of Theatre (Costume Design); University of California at Santa Barbara, B.A., 1976, California State University at Fullerton, M.F.A., 1984

Mazurkiewicz, Michael, Jr. (1969) Professor of Biological Sciences; Rutgers University, B.S., 1961, M.S., 1964; University of Connecticut, Ph.D., 1970

McCormick, Kelly K. (2005) Associate Professor of Mathematics Education; Hanover College, B.A., 1997; Indiana University, M.A., 2001, Ph.D. 2005

McCullough, William T. (1990) Associate Professor of Recreation and Leisure Studies; Southern Connecticut State University, BS, 1971; Southern Connecticut State University, MS, 1977; Boston University, D Ed, 1986

McDaniel, Dana (1990) Professor of Linguistics; SUNY Binghamton, B.A., 1980; CUNY, Ph.D., 1986

McDonnell, Joseph (2011) Dean, College of Management and Human Service and Professor of Public Policy and Management; Stony Brook University, B.A., 1973, M.A., 1976; University of Southern California, Ph.D., 1978, Executive Program Certificate, Harvard Business School, 1981

McGrath, Francis C., III (1985) Professor of English; Dartmouth College, B.A., 1964; University of Texas at Austin, Ph.D., 1973

Medley, Joseph E. (1983) Associate Professor of Economics; SUNY Albany, B.A., 1973; University of Massachusetts, M.A., 1976, Ph.D., 1981

Meinersmann, Krista Manning Smith (2009) Director, School of Nursing, and Associate Professor of Nursing; University of Delaware, B.S.N., 1975; Clemson University, M.S., 1984; Georgia State University, Ph.D., 1995

Merrill, Samuel (2001) Associate Research Professor of Community Planning and Development, Muskie School of Public Service; University of Maine, B.A., 1991; University of Minnesota, M.S., 1994, Ph.D., 2002

Messerschmidt, James (1986) Professor of Criminology; Portland State University, B.S., 1973; San Diego State University, M.S., 1976; University of Stockholm, Ph.D., 1979

Moody, Kimberly A., RN-CN (2000) Associate Professor of Nursing, Westbrook College, ADN, 1977; University of Southern Maine, BS, 1982; Boston University, MS, 1984; University of Washington, Ph.D., 1994

Moore, Lisa R. (2000) Professor of Biological Sciences; University of Oregon, B.S., 1987; St. John's College, M.A., 1989; Massachusetts Institute of Technology, Ph.D., 1997

Moore, Margaret H. (2004) Lecturer of Mathematics and Statistics; Colby College, B.A., 1983; Virginia Polytechnic Institute and State University, M.S., 1984

Morris, Lisa (2002) Assistant Professor of Public Policy and Management, Muskie School of Public Service; University of Southern Maine, B.A., 1989; Rutgers University, M.S.W., 1993, M.S., 1994; University of North Carolina-Chapel Hill, Ph.D., 1999

Mundhenk, Leigh G. (1998) Associate Professor of Leadership and Organizational Studies; Duke University, B.S., 1972; University of Pennsylvania, M.S., 1987; Temple University, Ph.D., 1997

Munger, Jeanne L. (1994) Associate Professor of Marketing; Ohio State University, B.S., 1979, M.B.A., 1982, Ph.D., 1992

Murphy, Julien (1984) Professor of Philosophy; Northern Illinois University, B.A., 1977; DePaul University, M.A., 1980, Ph.D., 1982

Muthyala, John S. (2001) Professor of English; Secunderabad, B.A., 1986; Osmania University, M.A., 1988; M.Phil., 1991; Loyola University, Ph.D., 2001

Nakroshis, Paul (1997) Associate Professor of Physics; University of Illinois, B.S., 1986; University of Massachusetts, Ph.D., 1993

Nemeroff, Carol (2008) Professor of Social & Behavioral Sciences; McGill University, BA, 1981; University of PA, MA, 1982; University of PA, Ph.D., 1988

Ng, Ah-Kau (1988) Professor of Applied Immunology; National Chung-Hsing University, B.S., 1969; SUNY Plattsburgh, M.A., 1972; Temple University School of Medicine, Ph.D., 1975

Norchi, Charles (2008) Professor of Law; Harvard University, A.B., 1979; Case Western, J.D., 1986; Yale University, LL.M., 1989, J.S.D., 2006

Northrop, Christopher (2006) Clinical Professor of Law; Grinnell College, B.A., 1983; University of North Carolina, J.D., 1989

Novak, Irwin D. (1971) Professor of Geology; Hunter College, A.B., 1966; University of Florida, M.S., 1968; Cornell University, Ph.D., 1971

Nowinski, Lawrence J. (1999) Instructor in Natural and Applied Sciences; University of Detroit, B.S., 1960; Chicago College of Osteopathic Medicine, D.O., 1966

Oberholtzer, Christopher W. (2000) Professor of Music; University of Southern Maine, B.A., 1993; Indiana University, M.M., 1995; University of Northern Colorado, D.A., 2003

Owen, Dave (2007) Professor of Law; Amherst College, B.A., 1996; University of California, Berkeley School of Law, J.D., 2002

Panici, Daniel A. (1995) Associate Professor of Communication; Augustana College Rock Island, B.A., 1983; Colorado State University, M.A., 1986; University of Missouri, Ph.D., 1989

Parchman, Thomas (1984) Professor of Music; Southern Methodist University, B.M., 1976; Northwestern University, M.M., 1978; University of Southern California, D.M.A., 1986

Parker, Heidi (2010) Assistant Professor of Sport Management; University of North Carolina Pembroke, B.S., 1999; Western Carolina University, M.A.Ed., 2000; The Ohio State University, Ph.D., 2007

Paulu, Christopher (2007) Assistant Research Professor; Cornell University, B.A., 1989; Boston University, Sc.D., 2000

Pavri, Firooza (2004) Associate Professor of Geography; University of Bombay, B.A., 1991; University of Toledo, M.A., 1994; Ohio State University, Ph.D., 1999

Peabody, Mary Anne (2013) Assistant Professor of Social & Behavioral Sciences; University of Utah, B.S., 1982, MSW, 1989; St. John Fischer College, Ph.D. 2012

Peake-Godin, Helen (1987) Associate Professor of Nursing, Spalding College, BSN, 1969; Emory University , MSN, 1979; Boston University, Ph.D., 1996

Pelsue, Stephen C. (1996) Associate Professor of Applied Immunology; Northland College, B.S., 1988; North Carolina State University, Ph.D., 1993

Peng, Cheng (2003) Associate Professor of Mathematics and Statistics; East China Normal University, B.S., 1986; University of Toledo, M.S., 2000, Ph.D., 2003

Peters, Gerald (1987) Associate Professor of English; University of Saskatchewan, B.A., 1975, M.A., 1982; University of Illinois, Ph.D., 1986

Pierson, David P. (2001) Associate Professor of Media Studies; University of Texas, B.S., 1980; University of North Texas, M.S., 1993; Pennsylvania State University, Ph.D., 2000

Piribeck, Jan M. (2000) Professor of Art; Southern Illinois University, B.A., 1973; Northern Illinois University, M.A., 1981; M.F.A., 1982

Pitegoff, Peter (2005) Dean and Professor of Law, University of Maine School of Law; Brown University, A.B., 1975; New York University School of Law, J.D., 1981

Pollock, Stephen G. (1979) Professor of Geology; Bucknell University, A.B., 1968; University of Maine, M.S., 1972; Rutgers University, Ph.D., 1975

Porobic, Damir (2010) Lecturer of Art; Kansas City Art Institute, B.F.A., 2002; West Virginia University, M.F.A., 2005

Powell, David C. (2001) Professor of Criminology; University of London, B.S., 1973; University of Leeds, M.A., 1974; M.S., 1989; University of Wales, Ph.D., 2001

Power, Thomas A. (1966) Professor of Theatre; University of Maine, B.S., 1964, M.A., 1968

Prudenté, Caryn K. (1999) Professor of Chemistry; Susquehanna University, B.A., 1985; University of Colorado at Boulder, Ph.D., 1989

Pryor, Charlotte (1999) Associate Professor of Accounting; University of Maryland, B.A., 1972; West Virginia University, M.S., 1977; Pennsylvania State University, Ph.D., 1996

Purdy, Warren (1980) Associate Professor of Business Administration; Bethany College, B.A., 1970; Fordham University, M.B.A., 1974

Raimon, Eve A. (1995) Professor of English; Cornell University, B.A., 1980; University of Vermont, M.A., 1988; Brandeis University, Ph.D., 1995

Randall, Carla E. (2004) Associate Professor of Nursing; Lutheran Hospital School of Nursing, RN, 1979; Coe College, BSN, 1981; University of Dubuque, BSN, 1987; University of Victoria, Ph.D., 2005

Randall, Cynthia (2010) Lecturer in Nursing; University of Southern Maine, B.S.N, 1996; M.S.N. 2010

Read, Jason (2005) Associate Professor of Philosophy; Hampshire College, B.A., 1994; Binghamton University, Ph.D., 2001

Red, Patricia (2005) Lecturer in Teacher Education; University of Maine at Farmington, B.S., 1982; University of Oregon, M.S., 1987

Reed, Susan (2000) Lecturer of Social & Behavioral Sciences; Syracuse University, B.S., 1980; Wheelock College, M.S., 1984

Rich, Barbara (1974) Associate Professor of Social Work; University of Maine, B.A., 1968; Columbia University, M.S.W., 1970

Reichert, Edward (2001) Lecturer in Musical Theatre; The Aaron Copland School of Music/Queens College/CUNY, B.Mus.

Richeson, Nancy (2000) Professor of Recreation and Leisure Studies; Mankato State University, B.S., 1980; University of Nebraska, M.A., 1986; Ph.D., 2001

Roberts, Bruce B. (1995) Professor of Economics; Dartmouth College, A.B., 1970; University of New Hampshire, M.A., 1975; University of Massachusetts, Ph.D., 1981

Robinson, Betty D. (1988) Associate Professor of Leadership and Organizational Studies; Colby College, B.A., 1973; University of Maryland, M.A., 1976; Boston University, Ph.D., 1983

Rodrigue, Barry H. (2000) Associate Professor of Arts and Humanities; Evergreen State College, B.A., 1974; University of Maine, M.A., 1992; Université Laval, Ph.D. 1999

Rogers, Ariel (2012) Assistant Professor (Film Studies); Columbia University, B.A., 1999; The University of Chicago, Ph.D., 2010

Rogoff, Martin (1972) Professor of Law; Cornell University, B.A.; University of California at Berkeley, M.A.; Yale University, LLB.

Romanoff, Stephen J. (1994) Professor of Interdisciplinary Studies and Director of Russell Scholars Program; University of Maine, B.A., 1969, M.A., 1971; New York University, Ph.D., 1984

Ross, Flynn (2000) Associate Professor of Teacher Education; Tufts University, B.A., 1992; Columbia University, Ed.M., 1997; Ed.D., 2000

Rowe, Leroy (2012) Assistant Professor (African American History and Politics); Lincoln University, B.S., 2003; University of Missouri, M.A., 2006, Ph.D., 2012

Russell, Robert J. (1979) Professor of Music; Wake Forest University, B.A., 1971; University of North Carolina, M.M., 1975; University of Colorado, D.M.A., 1979

Ryden, Kent C. (1994) Professor of American and New England Studies; Carroll College, B.A., 1981; University of Connecticut, M.A., 1984; Brown University, M.A., 1986, Ph.D., 1991

Samia, Linda (2008) Assistant Professor of Nursing, Boston College, BSN, 1977; University of Southern Maine, MSN, 1990; University of Massachusetts, Ph.D., 2007

Sanders, John J. (1982) Associate Professor of Accounting and Senior Research Associate, Center for Business and Economic Research; Plymouth State College, B.S., 1972; University of Southern Maine, M.B.A., 1977

Sanford, Robert M. (1996) Professor of Environmental Science and Policy; SUNY at Potsdam B.A., 1982; SUNY College of Environmental Science and Forestry at Syracuse, M.S., 1984, Ph.D., 1989

Savage, Lydia A. (1996) Professor of Geography; University of California at Berkeley, B.A., 1990; Clark University, M.A., 1993, Ph.D., 1996

Schertz, Brenda (2002) Lecturer in American Sign Language; Art Institute of Boston, M.A.; University of Massachusetts, M.A.

Schilling, James (2008) Assistant Professor of Exercise, Health, and Sports Sciences; University of Wisconsin–Platteville, B.S., 1978; Indiana State University, M.S., 1993; Marian College, Ph.D., 2008

Schindler, Sarah (2009) Associate Professor of Law; The University of Georgia, A.B., 1999, J.D., 2003

Schmidt, Ronald, Jr. (1999) Associate Professor of Political Science; University of California at Berkeley, B.A., 1988, M.A., 1990, Ph.D., 1998

Scott, Christopher B. (2002) Associate Professor of Exercise, Health, and Sport Sciences; Springfield College, B.S., 1984; United States Sports Academy, M.S.S., 1985; University of Arizona, M.S., 1990; University of Wyoming, Ph.D., 2002

Sepples, Susan B. (2002) Associate Professor of Nursing, Duke University, BSN, 1983; University of Virginia, Charlottesville, MSN, 1991; University of Virginia, Charlottesville, Ph.D., 1996

Shank, Melody (2000) Associate Professor of Teacher Education; Manchester College, B.A., 1978; Indiana University, M.S., 1984, Ed.D., 2000

Shaughnessy, Michael (1987) Professor of Art; University of Missouri, Kansas City, B.A, 1981; Ohio University, M.F.A., 1984

Shedletsky, Leonard (1979) Professor of Communication; Brooklyn College, B.A., 1965; San Francisco State College, M.A., 1968; University of Illinois, Ph.D., 1974

Shepard-Kegl, Judy (1998) Professor of Linguistics; Brown University, B.A./M.A., 1975; Massachusetts Institute of Technology, Ph.D., 1985

Shields, Jeffrey F. (2001) Associate Professor of Accounting; Washington State University, B.S., 1978; University of Pittsburgh, M.B.A., 1991, Ph.D., 1991

Silvernail, David L. (1977) Professor of Education and Director of Center for Educational Policy, Applied Research and Evaluation; Indiana University, A.B., 1969, M.S., 1975, Ed.D., 1977

Smith, Charles H., Jr. (2002) Lecturer in Social Work; University of Southern Maine., B.S., University of Michigan, M.S.W.

Smith, Deirdre (2004) Professor of Law and Director, Cumberland Legal Aid Clinic; University of Pennsylvania, B.A., 1988; University of Maine School of Law, J.D., 1994

Smith, James W. (1986) Associate Professor of Engineering; Pennsylvania State University, B.S., 1961, M.S., 1963, Ph.D., 1967

Smoluk, Bert J. (1998) Associate Dean, College of Management and Human Service and Associate Professor of Finance and Senior Research Associate, Center for Business and Economic Research; Pennsylvania State University, B.S., 1984; Rider University, M.B.A., 1992; Lehigh University, Ph.D., 1997

Sonenberg, Daniel (2005) Associate Professor of Music; Bard College, B.A., 1992; Queens College, M.A., 1997; City University of New York, D.M.A., 2003

Spear, Susan (2006) Assistant Professor of Occupational Therapy; Tufts University, B.S., 1984; University of Southern Maine, M.S., 2006; Lesley University, Ph.D., 2011

Spross, Judith A. (2003) Professor of Nursing; Villanova University, B.S.N., 1974; Medical College of Virginia, M.S., 1977; Boston College, Ph.D., 1999

Stairs, Andrea J. (2009) Associate Professor of Literacy Education; Colby College, B.A., 1994; Boston College, M.A., 1995, Ph.D., 2006

Staples, Joseph (2010), Lecturer of Environmental Science; SUNY, B.S., 1995; M.S. 1999; Illinois State University, Ph.D., 2010

Stasko, Daniel (2005), Associate Professor of Natural and Applied Sciences; Kent State University, B.S., 1994; University of Wyoming, Ph.D., 1998

Steege, Mark W. (1989) Professor of School Psychology; Iowa State University, B.S., 1978; University of Iowa, Ed.S., 1982, Ph.D., 1986

Steele, William P. (1967) Professor of Theatre; University of Maine, B.S.Ed., 1964, M.A., 1967

Stevenson, Michael R. (2012) Provost and Vice President for Academic Affairs and Professor of Psychology; Purdue University, B.A., 1979; M.S., 1981; Ph.D., 1984

Stutzman, Tracy S. Michaud (1999) Lecturer in Anthropology; University of Maine at Farmington, B.A., University of Pittsburgh, M.A., 1998; Ph.D., 2002

Suleiman, James A. (2002) Associate Professor of MIS and Senior Research Associate, Center for Business and Economic Research; Lehigh University, B.S., 1988; University of South Florida, M.B.A., 1992; University of Georgia, Ph.D., 1998

Suscavage, Charlene E. (1986) Associate Professor of Spanish; Millersville University, B.S.E., 1970; University of Delaware, M.A., 1973; Pennsylvania State University, Ph.D., 1980

Swanson, Mark T. (1983) Professor of Geology; Northeastern University, B.S., 1975; Lehigh University, M.S., 1979; SUNY Albany, Ph.D., 1982

Swartz, Richard G. (1991) Associate Professor of English; Washington University, B.A, 1976; University of California, Ph.D., 1986

Sytsma, Donald (1972) Associate Professor of Psychology; Arizona State University, B.A., 1965; University of Waterloo, Ph.D., 1971

Theodose, Theresa A. (1995) Associate Professor of Biological Sciences; James Madison University, B.S., 1985; The College of William and Mary, M.S., 1989; University of Colorado, Ph.D., 1995

Thompson, Robert B. (2001) Associate Professor of Psychology, University of St. Andrews, M.A., 1989; University of Edinburgh, Ph.D., 1997

Thompson, W. Douglas (1989) Professor of Epidemiology and Faculty Associate in Health Policy and Management; Director of Bingham Consortium; Yale University, B.A., 1970, Ph.D., 1980

Thornton, Bill (1989) Professor of Psychology; University of Texas at Austin, B.A., 1974; Baylor University, M.A., 1975; University of Maine, Ph.D., 1982

Timberlake, Sharon (2003) Lecturer in Leadership & Organizational Studies; Colby College, B.A., 1969; University of Southern Maine, M.A., 1987; Ph.D., 2007

Towle, George (1997) Lecturer in Physical Education, Head Women's Cross Country and Track Coach; University of Maine, B.S., 1973; University of Southern Maine, M.S., 1978

Towne, Benjamin M. (2005) Lecturer in Exercise, Health, and Sport Science; Lyndon State College, B.S., 1999; Western Michigan University, M.A., 2001

Toy, Brian (1996) Associate Professor of Exercise, Health, and Sport Sciences; SUNY Cortland, B.S., 1983; Marshall University, M.S., 1985; University of Toledo, Ph.D., 1992

Tracy, Henry J. (1991) Professor of Chemistry; Bowdoin College, A.B., 1983; Massachusetts Institute of Technology, Ph.D., 1990

Tuchinsky, Adam-Max (2001) Associate Dean, College of Arts, Humanities and Social Sciences and Associate Professor of History; University of Illinois, B.A., 1991; University of North Carolina, M.A., 1994; Ph.D., 2001

Turesky, Elizabeth (2003) Associate Professor of Leadership & Organizational Studies; Wheaton College, B.A., 1976; University of Colorado, M.P.A., 1980; Case Western Reserve University, Ph.D., 1984

Tussing, Justin (2007) Associate Professor of English; University of New Hampshire, Durham, B.A., 1992; University of Iowa Writers' Workshop, M.F.A., 1999

Uzzi, Jeannine D. (2002) Associate Professor of Classics; Hamilton College, B.A., 1993; Duke University, Ph.D., 1998

Valdés, Silvia R. (1994) Associate Professor of Mathematics and Statistics; University of Chile–Santiago, B.S., 1982; University of Iowa, M.S., 1990, Ph.D., 1993

VanderLinden, David (1999) Associate Professor of Accounting and Finance; University of North Carolina, B.A., 1971; Colorado State University, M.B.A., 1981; Kent State University, Ph.D., 1998

VanZandt, Zark (1987) Professor of Human Resource Development; Michigan State University, B.A., 1969, M.A., 1970; University of Maine, Ed.D., 1976

Vassallo, Francesca (2002) Associate Professor of Political Science; University of Padua, B.A., 1993; American University, M.A., 1996; Georgetown University, Ph.D., 2001

Vella, Elizabeth J. (2007) Associate Professor of Psychology; Sonoma State University, Rohnert Park, CA, B.A., 1998; Virginia Polytechnic Institute & State University, Blacksburg, VA, M.S. 2003 and Ph.D., 2005

Violette, George R. (1988) Professor of Accounting; University of Maine at Augusta, B.S., 1978; University of Maine, M.B.A., 1982, Arizona State University, Ph.D., 1987

Voyer, John J. (1987) Professor of Business Administration, and Senior Research Associate, Center for Business and Economic Research; Harvard University, A.B., 1973; Clark University, M.B.A., 1981; University of Massachusetts, Ph.D., 1986

Wachholz, Sandra (1997) Associate Professor of Criminology; St. Cloud University, B.A., 1982; Sam Houston State University, M.A., 1984, Ph.D., 1994

Wagner, Travis P. (2002) Associate Professor, Environmental Science and Policy; Unity College in Maine, B.S., A.A.S., 1983; University of Maryland, College Park, M.P.P., 1998; George Washington University, Ph.D., M.Phil., 2002

Waldrep, Shelton (1999) Professor of English; University of Alabama, B.A., 1982, M.F.A., 1987; Duke University, M.A., 1991, Ph.D., 1995

Walker, Jeffrey A. (2000) Professor of Biological Sciences, and Coordinator of Master's in Biology Program; University of Pennsylvania, B.A., 1988; SUNY Stony Brook, Ph.D., 1995

Walker, Lisa (1995) Associate Professor of English; Oberlin College, B.A., 1987; Louisiana State University, M.A., 1991; Ph.D., 1995

Wanderer, Nancy (2001) Legal Writing Professor and Director of Legal Writing Program; Wellesley College, B.A, 1969; George Washington University, M.A., 1978; University of Maine, J.D, 1990

Ward, Thomas M. (1976) Professor of Law; University of Pennsylvania, B.A., 1965; Notre Dame Law School, LL.B., 1968; University of Illinois Law School, LL.M., 1970

Weber, Kenneth E. (1991) Professor of Biological Sciences; Northern Arizona University, B.A., 1971; The College of William and Mary, M.A., 1979; Harvard University, Ph.D., 1986

Welty, Charles (1979) Professor of Computer Science; University of California at Berkeley, B.S., 1967, M.S., 1968; University of Massachusetts, M.S., 1977, Ph.D., 1979

Westfall, James R. (1983) Associate Professor of Business Administration; Dartmouth College, A.B., 1967, M.B.A., 1968

Whitaker, R. Blake, Jr. (1997) Associate Dean, Lewiston-Auburn College and Associate Professor of Natural and Applied Sciences; Bates College, B.S., 1974; Yale University, Ph.D., 1980

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

Whitney, Jean (2002) Director of Educator Preparation and Associate Professor of Special Education; Carleton College, B.S., 1986; University of Pittsburgh, M.Ed., 1987; University of Wisconsin-Madison, Ph.D., 1994

Williams, Joanne (2007) Associate Professor of Sports Marketing; West London Institute of Higher Education, B.E., 1987; Springfield College, M.Ed., 1991, Ph.D., 1998

Wininger, Kathleen J. (1989) Associate Professor of Philosophy; Southern Connecticut State University, B.A.; Temple University, Ph.D., 1988

Wise, John P. (2002) Professor, Applied Medical Sciences, George Mason University, B.S., 1990; George Washington University, Ph.D., 1994

Woodman, Laurie (2004) Lecturer in Mathematics and Statistics; Mount Holyoke College, B.A., 1982; University of New Hampshire, M.S., 1984, Ph.D., 1990

Woodruff, Peter J. (2010) Assistant Professor, Biochemistry; Dartmouth College, B.A. 1999; University of California, Berkeley, Ph.D., 2007

Wriggins, Jennifer (1996) Professor of Law and Associate Dean for Research; Yale University, B.A., 1980; Harvard Law School, J.D., 1984

Zaner, John A. (1974) Associate Professor of Technology; Millersville State College, B.S., 1969, M.Ed., 1972; Pennsylvania State University, Ed.D., 1977

Zarr, Melvyn (1973) Professor of Law; Clark University, A.B., 1958; Harvard University, LL.B., 1963

Zhao, Jie (1998) Associate Professor of History, Lanzhou University, B.A., 1982; University of Hawaii at Manoa, M.A., 1988; Princeton University, Ph.D., 1995

Julie E. Ziffer (2007) Associate Professor of Physics; Truman State University, B.S., 1994; Troy State University, M.S., 1997; University of Central Florida, Ph.D., 2006

Zura, Shannon (2007) Assistant Professor of Theatre; Cameron University, B.A., 1998; Temple University, M.F.A., 2003

Part-Time Faculty

Ackley, Valerie Lecturer at Lewiston Auburn College
Adji, Elvice, Lecturer in Extended Academic Programs
Aieta, Amy, Instructor in the School of Nursing
Allen, Judith, Lecturer in Art
Allen, Michael, Lecturer in Philosophy
Alvarez, Heather, Lecturer in Human Resource Development
Anderson, Pamela, Professor in the Professional Development Center
Antonacos, Anastasia, Lecturer in Music
Ayan, Adam, Lecturer in Extended Academic Programs
Baker, Harlan, Lecturer in Theatre
Baker, Roxanne, Lecturer in Linguistics
Ballard, Heather, Lecturer in the School of Nursing
Bantz, David, Instructor in Computer Science
Bauerly, Bradley, Lecturer in Extended Academic Programs
Bay, John, Associate Professor in Economics
Beam, Christopher, Lecturer in History
Beane, Donald, Lecturer at Lewiston Auburn College
Beaudoin, Kathleen, Lecturer in the Muskie School
Beaulieu, Jeremy, Lecturer in the School of Nursing
Belik, Barbara, Assistant Professor in Accounting & Finance
Bellwood, Lori, Lecturer in the School of Nursing
Benak, Lynda, Lecturer in the School of Nursing
Bendzela, Michael, Lecturer in English
Bennett, Brenda, Lecturer in the School of Nursing
Benson, Patricia, Lecturer in Art
Bernier, George, Lecturer in Mathematics
Bernier, Rene, Lecturer in Chemistry
Beyland, Vanessa, Lecturer in Theatre
Bilodeau, Sandra, Lecturer in the School of Nursing
Blecharczyk, Stephanie, Assistant Professor at Lewiston Auburn College
Boatman, Elisha, Instructor in the School of Nursing
Boden, John, Associate Professor in Music
Boothby, Megan, Lecturer in Social Work
Bosch, Jessica, Instructor in the School of Nursing
Boss, Justin, Lecturer in Physics
Bowden-Schaible, Sally, Lecturer in Human Resource Development
Bowman, Stephen, Lecturer in Environmental Science & Policy
Brier, Steven, Lecturer in Recreation & Leisure Studies
Bronson, Lenore, Lecturer in Modern & Classical Languages & Literature
Brookhouse, Philip, Lecturer in Teacher Education
Bsullak, Stacey, Lecturer in Extended Academic Programs
Burgio, Emily, Lecturer in the School of Nursing
Burns, Philip, Lecturer in Music
Burson, Janet, Associate Professor in the School of Nursing
Burton, Jean, Lecturer in Extended Academic Programs
Canarie, James, Lecturer in Business Administration
Cantara, Debra, Instructor in Recreation & Leisure Studies
Cappen, Shannon, Lecturer in the School of Nursing
Carroll, Julia, Lecturer in Modern & Classical Languages & Literature
Carter, Michael, Lecturer in Teacher Education
Chaimowitz, Daniel, Lecturer in Communication & Media Studies
Chatfield, Jennifer, Lecturer in the School of Nursing
Chebowicz, John, Lecturer in English
Cheung, Michele, Lecturer in English
Chiba, Naomi, Instructor in Extended Academic Programs
Chichester, Catherine, Lecturer in Human Resource Development
Chidsey, David, Lecturer in Professional Education
Chipman, Carol, Lecturer in Human Resource Development
Clark, Danielle, Lecturer in Teacher Education
Coan, Susan, Lecturer in Extended Academic Programs
Coffin, Jaed, Lecturer in English
Cohen, Libby, Professor in Professional Education
Collins, Moira, Lecturer in the School of Nursing

Connell, Michael, Lecturer in Extended Academic Programs
Cooley, Nicole, Lecturer in Exercise, Health, Sport Science
Costa, William, Lecturer at Lewiston Auburn College
Cote, Michael, Lecturer in Economics
Crabtree, Troy, Lecturer in Teacher Education
Crawford, Mary Anne, Lecturer in Human Resource Development
Crocker, Jeanne, Lecturer in Professional Education
Crook, Keith, Lecturer in Music
Curtis Kezal, Amanda, Lecturer in Extended Academic Programs
Curtis, Bernadette, Assistant Professor in Extended Academic Programs
Cyr-Martel, Laurie, Lecturer at Lewiston Auburn College
Dahms, Debra, Instructor in Recreation & Leisure Studies
Dana, Deborah, Lecturer in Social Work
Darhower, Sarah, Lecturer in Biological Science
Darus, Abbey, Lecturer in the School of Nursing
Davis, Carol, Associate Professor in Teacher Education
Davis, Mary, Lecturer in Learning Foundations and Mathematics
Davis, Michael, Lecturer at Lewiston Auburn College
Dean, Allyson, Lecturer at Lewiston Auburn College
Dearborn, Tracey, Assistant Professor at Lewiston Auburn College
Dee, M., Lecturer at Lewiston Auburn College
DellaValle, Elizabeth, Lecturer in Environmental Science & Policy
Delogu, Jon, Professor in Political Science
Denton, Priscilla, Lecturer in Learning Foundations and Mathematics
Diffin, Erika, Lecturer in Biological Science
Dobres, Marcia-Anne, Associate Professor at Lewiston Auburn College
Doran, Kevin, Lecturer in Professional Education
Dorney, Lindsay, Lecturer in English
Doustou, Angel, Lecturer in the School of Nursing
Drapeau, Patti, Lecturer at Lewiston Auburn College
Drouin, Paula, Lecturer at Lewiston Auburn College
Duren, Leigh, Lecturer in Business Administration
Dusek, Rudolph, Professor at Lewiston Auburn College
Eaton, Jeffrey, Associate Professor in the School of Nursing
Eckersley-Ray, Lynnette, Lecturer in English
Edmands, Brenda, Lecturer in English
Edwards, Thomas, Assistant Professor in Professional Education
Eppich, Paula, Lecturer in the Professional Development Center
Erickson, Clancy, Lecturer in the School of Nursing
Eskilson, Peter, Lecturer in Learning Foundations and Mathematics
Fall, David, Lecturer in Human Resource Development
Fenton, Clarence, Lecturer in the School of Nursing
Field, Fred, Lecturer in Communication & Media Studies
Filteau, Matthew, Lecturer in Extended Academic Programs
Fink, Elaine, Instructor in Biological Science
Fisher, Diane, Lecturer in English
Fitch, Rosemarie, Lecturer in Biological Science
Flahaven, James, Lecturer in Art
Flanders, Heather, Lecturer in Dean's Office Education
Forster, Sarah, Lecturer in Professional Education
Fotter, Kimberly, Lecturer in Dean's Office Education
Fourar-Laidi, Djelloul, Lecturer in Learning Foundations
Fowler, Robert, Lecturer in Social Work
Fowler, Ryan, Lecturer in Extended Academic Programs
Fuhrmann, Denise, Instructor in the School of Nursing
Fyler, William, Instructor in the School of Nursing
Gale, Jon, Lecturer in Teacher Education
Gendron, Roger, Lecturer in Physics
Gibbons, Nicole, Lecturer in the School of Nursing
Giles, Lisa, Lecturer at Lewiston Auburn College
Gillespie, Stuart, Professor in Off Campus Programs
Gillis, Paul, Lecturer in Technology
Giroux, Farrah, Lecturer in Dean's Office Education

Goodale, Rebecca, Lecturer in Art
Goodlett, Virginia, Assistant Professor in Art
Goodwin, David, Lecturer in External Programs
Goss, Charlotte, Lecturer in the Professional Development Center
Gozansky, Sindee, Lecturer in Professional Education
Grant, Reginald, Lecturer in Teacher Education
Gray, Allison, Instructor in the School of Nursing
Greason, Elizabeth, Lecturer in English as a Second Language
Greeley, Dudley, Lecturer in Business Administration
Greenleaf, Scott, Lecturer in Mathematics
Griffin, John, Lecturer in Mathematics
Gritter, Aaron, Lecturer in Human Resource Development
Guay, Sandra, Instructor in the Muskie School
Guerrette, Travis, Lecturer in Exercise, Health, Sport Science
Guiles, Pamela, Lecturer in Accounting & Finance
Gunderman-King, Jennifer, Lecturer at Lewiston Auburn College
Gunn, Nancy, Lecturer in Music
Gutmann, Jean, Professor in Accounting & Finance
Habel, Lowell, Lecturer at Lewiston Auburn College
Hannemann, Judith, Lecturer in English
Harvell, Thomas, Lecturer in Physics
Haven, Valerie, Lecturer in Professional Education
Haynes, Allison, Lecturer in the School of Nursing
Higgins, Michele, Lecturer in the School of Nursing
Highland, James, Professor in the Catherine E. Cutler Institute
Hines, John, Lecturer in Philosophy
Hodgkin, Brian, Professor in Engineering
Hoffmann, Greer, Instructor in the School of Nursing
Holt, Frankie, Lecturer I at Lewiston Auburn College
Hopkins, Matthew, Lecturer in Economics
Horton, Scott, Associate Professor in Extended Academic Programs
Howard, Clara, Lecturer in Off Campus Programs
Howes, Thurston, Assistant Professor at Lewiston Auburn College
Humphrey, Gene, Lecturer in Learning Foundations and Mathematics at Lewiston Auburn College
Hunter, Daniel, Lecturer in Music
Hurd, Jill, Lecturer in the School of Nursing
Hutcherson, Scott, Lecturer in Psychology
Hutton, Nancy, Lecturer in Teacher Education
Innes, Margaret, Lecturer in Environmental Science & Policy
Irish, Joel, Associate Professor in Mathematics
Jacobson, Elizabeth, Lecturer at Lewiston Auburn College
Jacobson, Marlene, Lecturer in the School of Nursing
Johnson, AnnMarie, Lecturer in Professional Education
Jordan, Clover, Lecturer in Learning Foundations and Mathematics
Jordan, Robert, Assistant Professor in Economics
Jorgensen, Jenny, Lecturer in Mathematics
Kaufman, Anthony, Lecturer in Communication & Media Studies
Kaufman, Polly, Associate Professor in Honors Program
Kelley, Jennifer, Lecturer in the School of Nursing
Kelly, Kevin, Lecturer in English
Kievitt, Joseph, Lecturer in Art
Kimball, Ezekiel, Lecturer in Human Resource Development
Kinsella, John, Professor in Modern & Classical Languages & Literature
Kirk, Albert, Associate Professor in Technology
Kissack, Christine, Lecturer in Music
Klein, Angela, Instructor in the School of Nursing
Klingelhofer, William, Lecturer in Art
Knapp, Susan, Lecturer in Extended Academic Programs
Kotzur, Sarah, Lecturer in the School of Nursing
Kozicki LaFontaine, Mary, Lecturer at Lewiston Auburn College
Kroon, Bernadette, Assistant Professor at Lewiston Auburn College
LaCasce, Charles, Lecturer in Music
Lagana, Emily, Lecturer in the School of Nursing

Lally, Angela, Lecturer in Mathematics
Lancia, Peter, Lecturer in Professional Education
Land, Andrew, Lecturer in Extended Academic Programs
Largay, Charles, Lecturer in Computer Science
Larsen, Rachel, Lecturer in Biological Science
Larson, Deborah, Associate Professor in Extended Academic Programs
Lasala, Susan, Lecturer in the School of Nursing
Leavitt, Diane, Lecturer at Lewiston Auburn College
Ledue-Bell, Mary, Lecturer in Art
Leighton, Geoffrey, Lecturer in Communication & Media Studies
Lepore, Veronica, Lecturer in Linguistics
Linville, Darla, Lecturer in Teacher Education
Lisberger, Linda, Lecturer in Art
Livingston, Alan, Lecturer in Mathematics
Lockhart, Jessica, Lecturer in Communication & Media Studies
Lockridge, Sarah, Lecturer in Geography & Anthropology
Lowell, Jacob, Lecturer in Business Administration
Lowell, Walter, Associate Professor at Lewiston Auburn College
Lutz, Whitney, Instructor in Extended Academic Programs
Lynch, Joseph, Lecturer in Chemistry
Lyons, George, Professor in English
Macarthur, Susanne, Lecturer in Teacher Education
Macdonald, Stephen, Associate Professor in Mathematics
Maguire, Valarie, Lecturer Part-time at Lewiston Auburn College
Makas, Elaine, Associate Professor at Lewiston Auburn College
Maloney, Susan, Lecturer in Professional Education
Mann, William, Lecturer in Accounting & Finance
Martin, Joyce, Associate Professor in the Professional Development Center
Mascarenas, Barbara, Lecturer in Modern & Classical Languages & Literature
Masi, James, Professor in Engineering
Mason, Caitlin, Lecturer in Exercise, Health, Sport Science
McArthur, Kelly, Lecturer in Biological Science
McBean, Kristina, Lecturer in the Professional Development Center
McDermott, Jennifer, Lecturer in Art
McEwen, Maureen, Lecturer in Professional Education
McFarlin, Heather, Lecturer in the School of Nursing
Medina, Patricia, Instructor in Recreation & Leisure Studies
Merrill, Nicole, Lecturer in the School of Nursing
Meyer, Linda, Associate Professor in Recreation & Leisure Studies
Meyer, Stephanie, Lecturer in Linguistics
Michaud, Derek, Lecturer in Extended Academic Programs
Michaud, Michelle, Lecturer at Lewiston Auburn College
Michaud, Pamela, Lecturer in Teacher Education
Mikulka, Thomas, Lecturer in Chemistry
Mills, Gail, Lecturer at Lewiston Auburn College
Mitchell, Seth, Lecturer in the Professional Development Center
Moffitt, John, Lecturer in Mathematics
Moore, Susan, Lecturer in the School of Nursing
Moore, William, Associate Professor in Technology
Morneau, Melanie, Lecturer in the School of Nursing
Morris, Jeffrey, Lecturer in Mathematics
Morris, Teague, Lecturer at Lewiston Auburn College
Motta, Susan, Lecturer in Extended Academic Programs
Muri, Stephanie, Professor in Social Work
Murphy, Jeffrey, Assistant Professor in Exercise, Health, Sport Science
Myron, Robert, Lecturer in Extended Academic Programs
Nale, John, Lecturer in Philosophy
Nam, Kristin, Assistant Professor at Lewiston Auburn College
Natarajan, Priya, Lecturer in Extended Academic Programs
Needleman, Sara, Lecturer in the Professional Development Center
Nelson, Janet, Lecturer in Business Administration
Nelson, Leon, Lecturer in Communication & Media Studies
Neveux, Louis, Lecturer in Learning Foundations and Mathematics

Newell, Kelly, Lecturer in Exercise, Health, Sport Science
Newman, Perry, Lecturer in Business Administration
Nichols, Kenneth, Professor in the Muskie School
Nichols, Leah, Lecturer in the School of Nursing
Niklaus, David, Lecturer in Political Science
Niziolek, Carol, Instructor in the School of Nursing
Norton, Joanna, Lecturer in the School of Nursing
Norton, Patrick, Lecturer at Lewiston Auburn College
Nutty, Carolyn, Lecturer in Art
Oberholtzer, Ashlan, Lecturer in the School of Nursing
O'Connor, Mary Jo, Lecturer in Professional Education
O'Connor, Wendy, Lecturer in the School of Nursing
O'Dell, Timothy, Lecturer in Extended Academic Programs
Olbert, Elizabeth, Lecturer in Extended Academic Programs
Olson, Tricia, Lecturer in the School of Nursing
Osborn, Heidi, Lecturer in Business Administration
Osier, Belinda, Lecturer in Modern & Classical Languages & Literature
Ouellette, Peggy, Lecturer in the School of Nursing
Page, Barbara, Lecturer in Teacher Education
Palmer, Carrie, Lecturer in the School of Nursing
Palmer, Debra, Lecturer in the School of Nursing
Paolino, Rolande, Lecturer in Teacher Education
Paratore, Philip, Professor at Lewiston Auburn College
Patacchiola, Caterina, Lecturer in Modern & Classical Languages & Literature
Patterson, Joel, Lecturer in English as a Second Language
Peavey, Elizabeth, Lecturer in Theatre
Pendexter, Erin, Lecturer in the School of Nursing
Perkins, Alison, Lecturer in the Professional Development Center
Perkins, Sonya, Lecturer in the School of Nursing
Perry, Michelle, Lecturer in English as a Second Language
Petrovek, Brian, Lecturer in Business Administration
Petruccelli, Gabrielle, Lecturer at Lewiston Auburn College
Pfaffinger, Linda, Lecturer in Criminology
Philbrick, Suzanne, Lecturer in English
Pierce, Daniel, Lecturer in the Professional Development Center
Pijewski, John, Lecturer in Extended Academic Programs
Poland, Amy, Lecturer in Teacher Education
Potter, William, Lecturer in Extended Academic Programs
Poulin, Roger, Lecturer in Linguistics
Pride, Howard Douglas, Lecturer in Chemistry
Prince, Sanford, Lecturer in Teacher Education
Qazi, Shaukatullah, Lecturer in Mathematics
Quaintance, Sarah, Instructor in Extended Academic Programs
Quinn, Conor, Lecturer in Linguistics
Rad, Tiffany, Instructor in Computer Science
Raimondi, Barbara, Lecturer at Lewiston Auburn College
Rank, Jean, Lecturer in Teacher Education
Redlon, Rebecca, Lecturer in the Professional Development Center
Reim, Bernard, Lecturer in Physics
Reimer, Margaret, Lecturer in Honors Program
Rein, Anna, Lecturer in Modern & Classical Languages & Literature
Renschler, Emily, Lecturer in Geography & Anthropology
Revier, Paul, Lecturer in Social Work
Riiska, Scott, Lecturer in Criminology
Riley, Patricia, Associate Professor in the Muskie School
Ritchie, Sheryl, Lecturer in English
Ritter, Sharon, Lecturer in Learning Foundations and Mathematics
Roderick, Jonathan, Lecturer in Extended Academic Programs
Roland, Catherine, Lecturer in the School of Nursing
Rootes, Minor, Professor in Extended Academic Programs
Roscoe, Gregory, Instructor in Recreation & Leisure Studies
Rouleau, Paul, Instructor in the School of Nursing
Rudai, Bethany, Lecturer in Extended Academic Programs

Ryle, Matthew, Lecturer in Chemistry
Sakash, Michael, Associate Professor in Music
Sanborn, Mary, Lecturer in Teacher Education
Sarton, Edward, Lecturer in Physics
Savage, Amanda, Instructor in the School of Nursing
Sax, Alexandra, Lecturer in Art
Sbardella, Rocco, Instructor in Engineering
Schmidt, Jessamyn, Lecturer in English as a Second Language
Schneider, David, Assistant Professor in Art
Schofield, Debora, Lecturer at Lewiston Auburn College
Schott, Glorianne, Lecturer in Extended Academic Programs
Schubert, Frederic, Lecturer in Chemistry
Scott, Kathleen, Lecturer in Music
Scott, Stanley, Professor in the Honors Program
Searls, Timothy, Lecturer in Chemistry
Sears, John, Lecturer in Business Administration
Sedenka, Susan, Lecturer in Professional Education
Seitz, Bradley, Lecturer in Business Administration
Senese, Gail, Lecturer in Human Resource Development
Senko, Lena, Lecturer at Lewiston Auburn College
Sholl, Elizabeth, Assistant Professor in English
Shuster, Mary, Lecturer in Professional Education
Simmons, Kimberly, Lecturer in Women's Studies
Simons, Rachel, Lecturer at Lewiston Auburn College
Sizemore, Josephine, Lecturer in Professional Education
Skibek, Adam, Lecturer in Business Administration
Skupsky, Ron, Lecturer in Mathematics
Slack, Katharine, Lecturer in Extended Academic Programs
Smith, Nancy, Lecturer in Music
Smith, Polly, Associate Professor in Criminology
Solomon, Howard, Professor in History
Somers, Ardane, Lecturer in Business Administration
Spitz, Romy, Lecturer in Extended Academic Programs
Sruoginis, Laima, Assistant Professor in English
Stebbins, Barbara, Lecturer in the Professional Development Center
Stelk, Virginia, Lecturer in Education
Stewart, Holly, Lecturer in the School of Nursing
Stewart, Kellie, Lecturer in Linguistics
Storey-King, Shirley, Lecturer in Teacher Education
Strecker, Carol, Lecturer in Extended Academic Programs
Strickland, James, Lecturer at Lewiston Auburn College
Sullivan, Jennifer, Lecturer in the School of Nursing
Swope, Ann, Lecturer in Linguistics
Thayer, Katharine, Lecturer in the School of Nursing
Thibodeau, Maxine, Lecturer in the School of Nursing
Thibodeau, Regan, Lecturer in Extended Academic Programs
Tiedeken, Lois, Lecturer in Extended Academic Programs
Tortorella, Donna, Lecturer in English as a Second Language
Towle, Shawn, Lecturer in Mathematics
Townsend, Brenda, Lecturer in Mathematics
Townsend, Tiffany, Lecturer in the School of Nursing
Trahan, Cristina, Lecturer in Modern & Classical Languages & Literature
Trombley, Linda, Lecturer in Off Campus Programs
Trott, Alicia, Instructor in Recreation & Leisure Studies
Tully, Lori, Lecturer in Human Resource Development
Turlo, Kathleen, Lecturer at Lewiston Auburn College
Turner, Kathryn, Lecturer in Dean's Office Education
Turner, Stephen, Lecturer Part-time in Chemistry
Tuttle, Howard, Lecturer in the Professional Development Center
Tzianabos, Maria, Lecturer in Theatre
Urban, Nola, Lecturer in Mathematics
Van Brugh, Katrina, Lecturer in Modern & Classical Languages & Literature
Vasquez, Andrea, Lecturer in English as a Second Language

Vassar, Valerie, Lecturer in Teacher Education
Vincent, Noreen, Instructor in the School of Nursing
Walsh, Barbara, Lecturer at Lewiston Auburn College
Walsh, Christopher, Lecturer in Linguistics
Whitehouse, Nancy, Lecturer at Lewiston Auburn College
Wilder Cross, Virginia, Lecturer in Technology
Wilkinson, Anne, Lecturer in Music
Williams, Edward, Lecturer in English
Williamson, Craig, Lecturer in Extended Academic Programs
Willis, Theodore, Assistant Professor in Environmental Science
Wilson, Jed, Lecturer in Music
Wilson, Richard, Lecturer in Extended Academic Programs
Wittner, Gary, Lecturer in Extended Academic Programs
Wood-Masteka, Meredith, Lecturer in Extended Academic Programs
Wooten, Timothy, Lecturer in the Russell Scholars Program
Yarumian, Karen, Lecturer in Linguistics
Young Pertel, Christine, Lecturer at Lewiston Auburn College
Zastrow, Marisa, Lecturer in Linguistics
Zellers, June, Assistant Professor at Lewiston Auburn College
Zimmer-Rankin, Melinda, Instructor in the School of Nursing
Zink, Julie, Associate Professor in Extended Academic Programs
Zuckerman, Karen, Instructor in the School of Nursing