University of Southern Maine

Graduate Academic Catalog
2018-19

University of Southern Maine
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Welcome . . . 5
The University . . . 6
Disclaimers . . . 8
Graduate Studies . . . 9
Graduate Programs . . . 10
Admissions . . . 14
Student Financial Services . . . 18
Financial Aid . . . 18
Financial Information . . . 20
Registration & Scheduling Services . . . 25
Registration & Scheduling Services Overview . . . 25
Academic Policies - Graduate . . . 25
Campus Life . . . 33
Dean of Students Office and Community Standards . . . 33
Diversity and Inclusion . . . 33
Safety and Wellness . . . 34
Student Involvement . . . 35
USM Dining and On-Campus Housing . . . 36
Accelerated Graduate Pathways . . . 38
Accelerated Graduate Pathway Leading to Initial Certification in Special Education . . . 38
Accelerated Graduate Pathway to Leadership Studies . . . 39
Accelerated Graduate Pathway to M.S.Ed. in Teaching and Learning (ETEP) . . . 40
Accelerated Graduate Pathway to MBA . . . 42
Accelerated Graduate Pathway to Occupational Therapy . . . 43
Accelerated Graduate Pathway to Policy, Planning, and Management (MPPM) . . . 44
Accelerated Graduate Pathway to Statistics . . . 48
Accelerated Graduate Pathways to Law . . . 48
College of Arts, Humanities, and Social Sciences . . . 50
College of Arts, Humanities, and Social Sciences Overview . . . 50
Food Studies . . . 51
Food Studies Overview . . . 51
Certificate of Graduate Study in Food Studies . . . 51
Food Studies Course Descriptions . . . 53
Music . . . 55
MM in Composition . . . 55
MM in Conducting . . . 57
MM in Jazz Studies . . . 60
MM in Music Education . . . 62
MM in Pedagogy . . . 65
MM in Performance . . . 68
Music Course Descriptions . . . 73
Stonecoast MFA in Creative Writing . . . 86
MFA in Creative Writing . . . 86
Stonecoast MFA Course Descriptions . . . 87
Lewiston-Auburn College . . . 91
Lewiston-Auburn College Overview . . . 91
Leadership Studies . . . 92
MA in Leadership Studies . . . 92
Certificate of Graduate Study in Creative Leadership and Global Strategy . . . 95
Certificate of Graduate Study in Leadership Studies . . . 97
Certificate of Graduate Study in Organization Development . . . 98
Leadership Studies Course Descriptions . . . 100
Occupational Therapy Program . . . 109
MOT in Occupational Therapy . . . 109
Occupational Therapy Program Course Descriptions . . . 113
College of Management and Human Service . . . 117
College of Management and Human Service Overview . . . 117
Business . . . 119
Business Overview . . . 119
Centers . . . 120
MBA in Business Administration . . . 121
MBA in Business Administration, Accounting Concentration . . . 126
MBA in Business Administration, Business Analytics Concentration . . . 130

MBA in Business Administration - Engineering Concentration . . . 134
MBA in Business Administration, Finance Concentration . . . 138
MBA in Business Administration, Health Management & Policy Concentration . . . 141
MBA in Business Administration, Sustainability Concentration . . . 145
Certificate of Graduate Study in Business Analytics . . . 148
Business Course Descriptions . . . 150
Education and Human Development . . . 166
School of Education and Human Development Overview . . . 166
Centers/Programs . . . 169
Adult and Higher Education . . . 171
Adult and Higher Education Overview . . . 171
MS in Adult and Higher Education . . . 171
Certificate of Advanced Study in Adult Learning . . . 173
Adult and Higher Education Course Descriptions . . . 175
Counselor Education . . . 178
Counselor Education Overview . . . 178
MS in Counseling with a Concentration in Clinical Mental Health . . . 179
MS in Counseling with a Concentration in Rehabilitation . . . 182
MS in Counseling with a Concentration in School . . . 186
Certificate of Advanced Study in Counseling . . . 189
Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development . . . 191
Certificate of Graduate Study in Mental Health Rehabilitation Technician/Community (MHRT/C) . . . 193
Counselor Education Course Descriptions . . . 195
Educational Leadership . . . 200
Educational Leadership Overview . . . 200
MSEd in Educational Leadership . . . 200
MSEd in Professional Educator . . . 203
Certificate of Advanced Study in Educational Leadership . . . 205
Certificate of Graduate Study in Assistant Principal . . . 207
Educational Leadership Course Descriptions . . . 209
Educational Psychology . . . 212
Educational Psychology Overview . . . 212
MS in Educational Psychology with a Concentration in Applied Behavior Analysis . . . 212
MS in Educational Psychology with a Concentration in School Psychology . . . 215
Certificate in Applied Behavior Analysis . . . 219
Educational Psychology Course Descriptions . . . 221
Extended Teacher Education Program (ETEP) . . . 226
Extended Teacher Education Program (ETEP) Overview . . . 226
MSEd in Teaching and Learning (MTL) - Extended Teacher Education Program (ETEP) . . . 226
Extended Teacher Education Program (ETEP) Course Descriptions . . . 230
Literacy Education . . . 234
Literacy Education Overview . . . 234
MSEd in Literacy Education . . . 234
Certificate of Advanced Study in Literacy Education . . . 236
Certificate of Graduate Study in Literacy . . . 238
Literacy Education Course Descriptions . . . 239
Montessori Early Childhood Education . . . 244
Montessori Early Childhood Education Overview . . . 244
MSEd in Montessori Early Childhood Education . . . 244
School Psychology . . . 247
School Psychology Overview . . . 247
PsyD in School Psychology . . . 248
School Psychology Course Descriptions . . . 251
Special Education . . . 257
Special Education Overview . . . 257
MS in Special Education - In-Service (certified educators) . . . 257
MS in Special Education - Integrated General Education and Special Education Initial Teacher Certification . . . 260
MS in Special Education - Pre-Service (Teaching Students with Mild to Moderate Disabilities) . . . 263
Certificate of Graduate Study in Gifted and Talented Education . . . 266
Special Education Course Descriptions . . . 267
TESOL: Teaching English to Speakers of Other Languages . . . 271
TESOL: Teaching English to Speakers of Other Languages Overview . . . 271
MSEd in TESOL . . . 271

Certificate of Advanced Study in English as a Second Language . . . 273
Certificate of Graduate Study in English as a Second Language . . . 275
TESOL: Teaching English to Speakers of Other Languages Course List . . . 276
School of Education and Human Development Course Descriptions . . . 280
Muskie School of Public Service . . . 308
Muskie School Overview . . . 308
Geography-Anthropology . . . 310
Certificate of Graduate Study in Applied Geographic Information Systems (GIS) . . . 310
Policy, Planning, and Management . . . 312
MPPM in Policy, Planning, and Management . . . 312
Certificate of Graduate Study in Applied Research and Evaluation Methods . . . 316
Certificate of Graduate Study in Community Planning and Sustainable Development . . . 318
Certificate of Graduate Study in Policy Analysis . . . 319
Certificate of Graduate Study in Public and Nonprofit Management . . . 320
Policy, Planning, and Management Course Descriptions . . . 322
Public Health . . . 327
MPH in Public Health . . . 327
Certificate of Graduate Study in Healthcare Quality and Patient Safety . . . 330
Certificate of Graduate Study in Public Health . . . 332
Public Health Course Descriptions . . . 334
Public Policy . . . 338
PhD in Public Policy . . . 338
PhD in Public Policy with a Concentration in Educational Leadership and Policy . . . 338
Social Work . . . 343
Social Work Overview . . . 343
MSW in Social Work . . . 343
Social Work Course Descriptions . . . 349
College of Science, Technology, and Health . . . 354
College of Science, Technology, and Health Overview . . . 354
Biological Sciences . . . 356
MS in Biology . . . 356
Biological Sciences Course Descriptions . . . 359
Mathematics and Statistics . . . 365
Mathematics and Statistics Overview . . . 365
MS in Statistics . . . 365
Certificate of Graduate Study in Data Science . . . 369
Certificate of Graduate Study in Statistics . . . 371
Mathematics and Statistics Course Descriptions . . . 372
Nursing . . . 380
Nursing Overview . . . 380
Graduate Nursing Policies . . . 381
DNP in Nursing . . . 390
MS in Nursing - Adult-Gerontology Acute Care Nurse Practitioner . . . 393
MS in Nursing - Adult-Gerontology Primary Care Nurse Practitioner . . . 395
MS in Nursing - Education . . . 397
MS in Nursing - Family Nurse Practitioner . . . 400
MS in Nursing - Option for Non-Nurses with Baccalaureate or Higher Degrees . . . 402
MS in Nursing - Psychiatric-Mental Health Nurse Practitioner (across the lifespan) . . . 406
MS in Nursing - RN to Master of Science Degree Program for Registered Nurses . . . 409
Certificate of Advanced Study in Nursing - Post-Masters . . . 411
Nursing Course Descriptions . . . 414
University of Maine School of Law . . . 428
Research Service Center . . . 430
Annual Security Report & Annual Fire Safety Report . . . 431
Administration of the University of Southern Maine . . . 432

Welcome

Dear USM Student:

Welcome to the University of Southern Maine!

With over seventy undergraduate and graduate programs in the liberal arts and sciences, engineering and technology, health and social services, education, business, and more, you can be assured of finding an academic path that is right for you.

You can also be assured your experience at USM will be a journey filled with opportunity, excitement, and, yes, challenge. But know that our faculty and staff are here to maximize your opportunities and help address your challenges. Your journey is their journey, and your success is their top priority.

At USM, we are fundamentally committed to student success, providing a high-quality, supportive and affordable education that will prepare you to become a leader in your chosen field of study. You will be following in the footsteps of over 50,000 USM alumni who are already making an impact on our state, our region, and our nation.

I wish you the best of luck here at USM and look forward to seeing you on campus.

Glenn Cummings

President

The University

The University of Southern Maine (USM), 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 southern and central Maine, while providing engaged learning opportunities both inside and outside the classroom.

With a service promise of *Student Focused Every Day*, USM is dedicated to student success and the transformative power of public higher education. Serving the needs and aspirations of Maine communities and beyond, the University of Southern Maine prepares its students for personally and professionally fulfilling lives after graduation.

As a member of the University of Maine System, USM offers its nearly 8,000 students more than fifty undergraduate and twenty 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 on its three campuses, Portland, Gorham, and Lewiston-Auburn, as well as online, via video conference, and at work sites across the state of Maine.

USM further addresses the broad range of student academic interests with its Winter term, Summer terms, as well as Early Studies program for high school students. It has articulation agreements with community colleges and is dedicated to serving all members of the community year round. It truly is "The University of Everyone."

USM's faculty have a passion for communicating the excitement of learning and the joy of discovery. These dedicated educators 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 southern and central 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, sixty percent are women, and the average age of an undergraduate is twenty-seven years. This diversity of age, background, and purpose provides a lively, engaging environment for learning.

The University of Southern Maine is accredited by the New England Association of Schools and Colleges (NEASC). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the Maine State Board of Nursing (MSBON). The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The School of Music is accredited by the National Association of Schools of Music (NASM), and the Art program is accredited by the National Association of Schools of Art and Design (NASAD). The School of Education is accredited by CAEP, the Council for the Accreditation of Educator Preparation. The Masters of Rehabilitation Counseling is accredited by the Council on Rehabilitation Education (CORE), and the Masters in Clinical Mental Health Counseling as well as School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Mechanical and Electrical Engineering bachelor degrees are accredited by the Accreditation Board for Engineering and Technology (ABET), as is the Computer Science bachelor degree. 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 and masters level by the Council on Social Work Education (CSWE). The Masters of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Several departments are accredited through specialized agencies. The University of Maine School of Law is approved by the American Bar Association (ABA) and the Association of American Law Schools (AALS).

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 workforce 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 people's 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 does not discriminate on the grounds of race, color, religion, sex, sexual orientation (including transgender status and gender expression), national origin, citizenship status, age, disability, genetic information or veterans status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Sarah Harebo, Director of Equal Opportunity, University of Maine System, (207) 581-1226.

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 class sizes, 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 Studies

The Office of Graduate Studies (OGS) is the hub for graduate student services. We:

- Coordinate with students, faculty, and staff to assure that every student's academic, financial, professional, and personal needs are met
- Facilitate New Graduate Student Orientation
- Provide financial support and scholarships in coordination with Student Financial Services
- Facilitate the Graduate Assistant, Research Assistant, and Teaching Assistant programs
- Foster graduate student peer and faculty engagement and make community connections
- Provide professional development and career support
- Manage graduate student policies and procedures

OGS also supports USM's graduate faculty and works closely with the Graduate Council. The Council, which is made up of representatives from 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 on the Portland campus in 218 Abromson Center. 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 Director of Graduate Studies at (207) 780-4812. Further information on appeals is available in the academic policies section of this catalog.

Information on the Graduate Assistant program, including open assistantship opportunities, can be found at **http://usm.maine.edu/grad**. The Coordinator of Graduate Student Services, who can be reached at (207) 780-4877, can also provide information or answer questions.

Graduate Programs

The Office of Admissions oversees the application process for all graduate programs at the University of Southern Maine (except the University of Maine School of Law).

Please send all application materials to:

Application Processing Center, University of Maine System, PO BOx 412, Bangor ME 04402-0412

Electronic transcripts or other application materials can be emailed to edocs@maine.edu . Please be sure the applicant's name is on all emailed documents, not just in the body of the email.

The Office of Admissions is located on both the Portland and Gorham campuses and can be reached at (207) 780-4386 or usmgrad@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 the ability to pursue advanced study and research in the appropriate program.

Required Submissions

- A completed application, available online at http://usm.maine.edu/graduateadmissions
- A nonrefundable application fee of $65.
- Letters of recommendation (number determined by individual program). 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. References should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- A current resume.
- Official transcript(s) of all previous undergraduate and graduate work, **excluding the seven campuses of the University of Maine System**. The Graduate Admissions Office can access the University of Maine System transcripts provided the credits were earned in 1986 or later. 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 institution 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 edocs@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 Admissions at usmgrad@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 Director of Admissions.

Submission of Application

All documents relating to an application for admission to graduate study are to be sent to the Office of Admissions via the Application Processing Center, University of Maine System, PO Box 412, Bangor, ME 04402-0412. Electronic transcripts and other applications can be sent to the

Processing Center at edocs@maine.edu. Upon receipt of the electronic application, the Office of Admissions mails all applicants instructions on activating 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 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 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 Admissions. All documents relating to an application become the property of the University of Southern Maine.

Submission of the electronic application is the first step in the application process. Once this happens an account is generated that allows you to check on the status of your application and monitor the receipt of supporting materials. **Please do not wait until the deadline to submit your application.** Submitting the application at the deadline means you have no ability to check on your application and determine what our office has received or what is still missing.

If you wish to submit your application without the essay, you may do so. The essay can be sent later via email attachment (PDF format is preferred) to edocs@maine.edu . Please be sure that your name is on the document and also in the subject line of the email.

Applicants are encouraged to submit an online application early and to send supporting documentation to complete the application prior to the program deadline. **Additionally, application fees paid by bank card (versus credit card) may take up to two weeks to post to your account.**

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 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 via the Application Processing Center, University Processing Center, PO Box 412, Bangor, ME 04402-0412. Electonic transcripts and other application materials can be emailed to edocs@maine.edu. Candidates for admission must submit:

- Online 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 the program.

The application for certificate programs is available online at the Office of Admissions Web site at http://usm.maine.edu/apply. Please note, students who are 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 online at http://usm.maine.edu/apply.

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 accommodations coordinator in the Disability Services Center.

Academic Support for Students with Disabilities

The Disability Services Center 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 Disability Services Center 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 the action taken on the appeal, within ten working days of receipt of the appeal. For further information about the appeal process, please contact the Director of Admissions at (207) 780-5723.

Full-time or Part-time Status

Full-time registration is for nine or more degree credits; part-time registration is less than nine-degree credits.
Note: For the purpose of eligibility for graduate assistantships, financial aid, or veterans' benefits, credits required for full-time status may differ. Please consult the Office of Graduate Studies, the Student Financial Aid Office, or the Veterans Services Office for current requirements.

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, fingerprinting, 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 the 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 usm-helpdesk@maine.edu. The complete E-mail Communication Policy can be found at http://usm.maine.edu/doit/email-communication-policy.

Admissions

Graduate Programs

The Office of Admissions oversees the application process for all graduate programs at the University of Southern Maine (except the University of Maine School of Law).

Please send all application materials to:

Application Processing Center, University of Maine System, PO Box 412, Bangor ME 04402-0412.

Electronic transcripts or other application materials can be emailed to edocs@maine.edu . Please be sure the applicant's name is on all emailed documents, not just in the body of the email.

The Office of Admissions is located on both the Portland and Gorham campuses and can be reached at (207) 780-4386 or usmgrad@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, available online at http://usm.maine.edu/apply
- A nonrefundable application fee of $65.
- Letters of recommendation (number determined by individual program). 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. References should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- A current resume.
- Official transcript(s) of all previous undergraduate and graduate work, **excluding the seven campuses of the University of Maine System**. The Office of Admissions can access University of Maine System transcripts provided the credits were earned in 1986 or later. 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 institution indicating that it is an official document. If the envelope has been opened prior to arriving at the Office of Admissions, it is no longer considered an official transcript. Institutions that send electronic transcripts should send them directly to the Office of Admissions at edocs@maine.edu .
- An essay or goal statement. Please check the Graduate Admissions website under Graduate Application Process—Instructions and Deadlines by Program: http://usm.maine.edu/apply.
- 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 Admissions for more information on the waiver process.
- Any other materials as defined by the school or college. Please check the website of the program to which you are applying, or contact the Office of Admissions at usmgrad@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 Director of Admissions.

Submission of Application

All documents relating to an application for admission to graduate study are to be sent to the Office of Admissions via the Application Processing Center, University of Maine System, PO Box 412, Bangor, ME 04402-0412. Electronic transcripts and other applications can be sent to the Processing Center at edocs@maine.edu. Upon receipt of the electronic application, the Office of Admissions mails all applicants instructions on activating 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 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 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 Admissions. All documents relating to an application become the property of the University of Southern Maine.

Submission of the electronic application is the first step in the application process. Once this happens an account is generated that allows you to check on the status of your application and monitor the receipt of supporting materials. **Please do not wait until the deadline to submit your application.** Submitting the application at the deadline means you have no ability to check on your application and determine what our office has received or what is still missing.

If you wish to submit your application without the essay, you may do so. The essay can be sent later via email attachment (PDF format is preferred) to edocs@maine.edu . Please be sure that your name is on the document and also in the subject line of the email.

Applicants are encouraged to submit an online application early and to send supporting documentation to complete the application prior to the program deadline. **Additionally, application fees paid by bank card (versus credit card) may take up to two weeks to post to your account.**

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 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 Office of Admissions website at: http://usm.maine.edu/office-of-admissions/international-students 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 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 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 Admissions via the Application Processing Center, University Processing Center, PO Box 412, Bangor, ME 04402-0412. Electronic transcripts and other application materials can be emailed to ecods@maine.edu. Candidates for admission must submit:

- Online 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 online at the Office of Admissions website at http://usm.maine.edu/apply. Please note, students who are 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 online at http://usm.maine.edu/apply.

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.

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 ten 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 ten working days of receipt of the appeal. For further information about the appeal process, please contact the Director of Admissions at (207) 780-5723.

Full-Time or Part-Time Status

Full-time registration is for nine or more degree credits; part-time registration is less than nine degree credits.
Note: For the purpose of eligibility for graduate assistantships, financial aid, or Veterans' benefits, credits required for full-time status may differ. Please consult the Office of Graduate Studies, the Student Financial Aid Office, or the Veterans' Services Office for current requirements.

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, fingerprinting, 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.

Email Communication Policy

In order to meet the academic and administrative needs of the University community, the University has established email 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 email 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 email 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 email account. Confidential information will not be sent via email. 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 email 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 email 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 usm-helpdesk@maine.edu. The complete E-mail Communication Policy can be found at http://usm.maine.edu/computing/email-communication-policy.

Financial Aid

The Student Financial Services office administers, coordinates, and recommends a variety of programs of financial aid including grants and scholarships 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 leaves. 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, approximately $75 million in financial aid was available to USM students.

Student Financial Services offices are located in Bailey Hall in Gorham, in Luther Bonney Hall in Portland, and at the Lewiston-Auburn Campus. 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/student-financial-services.

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/student-financial-services.

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 Student Financial Services 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 Student Financial Services 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 academic progress standards. Federal regulations mandate that the school's satisfactory academic 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 credits the student attempted with the number of credits 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 Student Financial Services web site at http://usm.maine.edu/student-financial-services.

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 701. (Note: This applies to students taking anything less than six academic credits.)

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 February 1. Students should submit the FAFSA online at http://www.fafsa.gov by January 15 to meet the USM February 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 Student Financial Services. 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 Student Financial Services: a change in the number of credit hours attempted; changes in family circumstances; the receipt of financial aid from sources other than the Student Financial Services office.

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 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/student-financial-services.
- **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.

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. Additional information and application process is available at http://usm.maine.edu/student-financial-services/federal-direct-plus-loans.
- **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 Student Financial Services office in Bailey Hall in Gorham, 137 Luther Bonney Hall in Portland, on the Lewiston-Auburn campus, by telephone (207) 780-5250, or online at http://usm.maine.edu/student-financial-services.

Offers of financial aid are conditional upon receipt of funds from all funding sources. The Student Financial Services office 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.

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.

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. The type of tuition is determined by a student's career/degree level. Undergraduate students taking graduate courses will be charged at the undergraduate rate; graduate students taking undergraduate courses will be charged at the graduate rate.

Tuition

Tuition rates for the 2018-2019 academic year:

Graduate and Law Tuition Charges Per Credit Hour

	Graduate	Law
Maine Resident	$407	$743
Non-Maine Resident	$1100	$1112
New England Regional Student Program	$651	$1014
Canadian Resident	$651	$1014

E-Tuition (for non-Maine residents in fully online programs only)	$509

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

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 for the 2018-2019 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 $25.00 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 to 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.
  For students taking for fewer than six credits, a health fee may be applied if they plan to make use of the services available at Health and Counseling Services.
- **Student Health Insurance** All undergraduate students enrolled in 9 or more credit hours and graduate students enrolled in 6 or more credit hours are required by the University of Maine System to maintain health insurance coverage. Additional information about the health insurance requirement is available from University Health and Counseling Services at 207-780-5411 or at http://usm.maine.edu/uhcs.
- **Summer Session Administration Fee** Students registering for Summer Session classes are assessed a $35.00 fee to support summer administrative costs.
- **Transportation Fee** A mandatory semester fee is 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 a required parking permit.

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

- **Lewiston-Auburn College Parking Fee** A mandatory $3.00 per credit hour fee is assessed to students registered for courses held on the LAC campus.
- **Unified Fee** A mandatory $30.00 per credit hour fee is assessed to cover fixed costs of providing educational services not already supported by tuition charges.

Additional Graduate Fees

- **Application Fee** A mandatory $65.00 fee is charged at the time of application to a graduate program. (As of July 1, 2017, USM is no longer requiring an application fee for **Maine Residents** applying for undergraduate or graduate admission.)
- **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 $530.00 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 return after an absence and wish to reapply.

Room and Board

USM Meal Plans

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

Commuter Meal Plans

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

Room

University residence halls are located on the Gorham campus. Information about housing is available from the Office of Residential Life, 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/residential-life

Other Expenses

Books and Supplies Students are responsible for the purchase of books and supplies. Payment is made at the time of purchase. A list of course materials can be found at https://usm.maine.edu/bookstore.

Deposits

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 social work, 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, 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 https://usm.maine.edu/student-financial-services 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 Financial Services 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 are made online. A fee is not charged for this type of payment.
- **Cash** Cash payment may be made at the Student Financial Services 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. All credit card payments are made online.
- **Installment Payment** The University offers a variety of payment plans. Information about these plans is available from Student Financial Services.
- **Outside Scholarships** A student must notify Student Financial Services 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 Financial Services 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.
- Deferred Tuition Plan If your employer offers tuition reimbursement benefits, USM now offers a deferred tuition plan that lets you take classes and remit payment within 30 days of the end of the term.

Each semester, the University establishes specific dates payment is due and notifies students of these dates on bills, through University publications, and at https://usm.maine.edu/student-financial-services

All charges posted to student accounts after the posted semester or term payment due date must be paid no later than ten (10) calendar days from the date the charges were 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 at https://usm.maine.edu/student-financial-services

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 Office of Residential Life or at http://usm.maine.edu/residential-life/

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. The deadline for requesting an involuntary withdrawal is up to 90 days after the close of the term for which the student is requesting an exception to the withdrawal policy. The spring semester deadline is less than 90 days for students who have been awarded some types of financial aid. Charges will not be reduced for voluntary absence from classes. Contact Student Financial Services 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 associate director of Student Financial Services, 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.

Current members of the United States Armed forces and veterans who have been honorably discharged who are enrolled at the University of Southern Maine are eligible for in-state tuition rates, regardless of member's or veteran's state of residence. All dependents using a GI Bill are billed at the in-state tuition rate.

A student will be considered in-state for tuition purposes if they are the spouse or domestic partner of an individual who currently has continuous, permanent full-time employment in Maine and their employment began prior to the student registering or applying for degree status at the University. Students seeking in-state tuition based on a domestic partnership relationship must submit an approved Affidavit of Domestic Partnership.

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 associate director of Student Financial Services 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 associate director of Student Financial Services's 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 vice president for enrollment management of the campus.

In the event that the associate director of Student Financial Services, 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 associate director of Student Financial Services or other designated official as set forth in the preceding paragraph.

"Request for Change of Residence Status" applications are available at https://usm.maine.edu/student-financial-services or at the Student Financial Services Office, 101 Bailey Hall, Gorham, or the Student Financial Services Office, Luther Bonney, Portland. Completed applications should be returned to the Student Financial Services Office.

Registration & Scheduling Services Overview

The Office of Registration & Scheduling Services supports the instructional mission of the University by providing key services to students, faculty, academic and administrative departments, and to the public. Services include record management; course, classroom, and final exam scheduling; student registrations; grade processing; transcript issuance; ensuring FERPA compliance; recording such critical functions as academic honors, sanctions, dismissals, and much more.

USM offers courses throughout the calendar year. Our robust, traditional fall and spring semesters are complemented by the shorter summer and winter terms. USM strives to provide plentiful course options year-round for students to make continued degree progress.

Summer Session
With nearly 500 course offerings, both on campus and online, in condensed formats ranging from one to seven weeks, Summer provides an opportunity for students to get the courses and credits they need to make continuous progress. In addition to traditional courses, a variety of innovative institutes and conferences are sponsored during the summer months, an opportunity to try something not offered during fall and spring. Contact us by email at registerusm@maine.edu or online at usm.maine.edu/reg/summer.

Winter Session
Winter courses are offered primarily online during the break between fall and spring semesters. This abbreviated term provides an opportunity for students to accelerate their degree progress. Contact us by email at registerusm@maine.edu or online at usm.maine.edu/reg/winter.

Academic Policies - Graduate

Academic Policies Graduate

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 from the instructor and their advisor. Courses numbered 600 through 699 are restricted to graduate students and undergraduate students who have been formally accepted into an accelerated graduate pathway. Courses numbered 700 and above are intended for doctoral students and are also available to master's-level graduate students who have received permission from the instructor and their advisor.

All students in accelerated graduate pathways will be required to take the total number of credits required for their graduate degree. No less than 50% of the total number of graduate degree credits can be earned after the completion of the undergraduate degree.

Academic Integrity Policy	Grading System
Academic Record Changes	Graduation
Add/Drop	Permanent Academic Record
Confidentiality Policy	Plagiarism
Credit for Undergraduate Work	Registration Policies
Credit Hour Definition	Requirements of Graduate Study
Credit previously received for Graduate Coursework	Student Advisement
Degree Progress	Student Appeals and Complaints
Enrolling and Auditing	Syllabi Distribution
Extramural Course Credit	Withdrawal
Grade Point Average	Vacation
Grade Submission	

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 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—superior; 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 by the instructor, 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 assign students invalid grades for a course or may fail to submit a grade for a particular student in a course. In these cases, the Registrar 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 add/drop period through 60% of the course in a given semester. 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 60% of the course has been completed 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.)

^ top

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 which 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 Dean of Students Office, Woodbury Campus Center, Portland, (207) 780-5242.

^ top

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. Records are assumed to be correct if a student does not report to the Registrar within one year of the completion of a course. At that time, the record becomes permanent and cannot be changed.

^ top

Permanent Academic Record

The permanent academic record is maintained by the Registration and Scheduling Services Office 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 Student Financials. Other types of transcripts are: Unofficial—Issued Directly to Student; Placement Transcript provided for the student's placement folder.

^ top

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.

^ top

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 less than C are not acceptable for graduate work in any program; individual programs may set higher standards. Students receiving such grades will be reviewed for retention in the graduate program.

^ top

Credit Hour Definition

A credit hour is defined as one hour of classroom or direct faculty instruction and no less than two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time.

^ top

Add/Drop

Add-

Students may self-add classes of twelve 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. For classes that are less than 12 weeks in length the period of self-add will be 7% of the class length (one day for each two 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 Registration and Scheduling Services to make the necessary corrections in the registration records.

Drop-

Students may self-drop from a course at any time before the end of the course.

-A drop during the first two weeks of a course that is twelve weeks or more in length (or during the first 14% of the class for classes less than twelve weeks in length) will not be noted on the transcript.
-A drop after the first two weeks of a course that is twelve weeks or more in length through 60% of the course will receive the grade notation of W.
-A drop of a course after the 60% period will receive the grade notation of 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 MaineStreet Schedule in the Student Center and click on the icon (Academic Calendar Deadlines) before each class for the exact deadline dates. *****

^ top

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.

Syllabi Distribution Policy

All courses must have a syllabi. However, provided that the University is compliant with ADA accessibility standards, paper syllabi are no longer required. A paper syllabi must be provided to any student in the class who requests one.

Grade Submission

Faculty are expected to submit final semester grades no later than ten (10) calendar days after the last day of the semester, inclusive of finals.

^ top

Credit for Undergraduate Work

Except for students formally accepted into an accelerated graduate pathway, 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:

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

Students accepted into accelerated graduate pathways should consult their programs for specific policies.

^ top

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. Please consult the articulation agreement for individual programs, as the number of credits that may be used varies.

^ top

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 or 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.

^ top

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 15 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, 603, 701, or 702; or be on a formal leave of absence, approved by the student's program chair and on file with the Office of Graduate Studies. GRS 601, 603, 701, and 702 aid students in maintaining continuous enrollment status, enrollment in any of these requires authorization as noted on the approval form and by the Office of Graduate Studies, and these will not be reported on official USM transcripts.

GRS 601 is equivalent to a noncredit course that allows the student continued access to University services, including USM computers, library, and recreational facilities. Registration for this course 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 GRS 601 requires approval from the student's faculty advisor or the program chair and is typically limited to two semesters.

GRS 603 is equivalent to a 4.5 credit course. Students enrolled in this course are considered half-time for the purposes of academic standing, graduate assistanships, university scholarships, visa compliance, and access to university programs and 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 603 requires approval from the student's academic advisor and the Office of Graduate Studies. A student may register for this course no more than twice.

GRS 701 is equivalent to a 1-credit course that 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.

GRS 702 is equivalent to a 1-credit course for doctoral students who have passed their qualifying exams. GRS 702 allows the student continued access to USM computers, library, and recreational facilities. This course 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

In extenuating circumstances a student may petition for exception to the continuous enrollment policy; the petition must bear approval of the student's advisor and director of the graduate program. A signed Leave of Absence form must be sent to the Office of Graduate Studies. Forms are available on the Office of Graduate Studies website at www.usm.maine.edu/grad.

Time Limit

The time limit for completion of a master's degree is dated 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.

^ top

Registration Policies

For detailed information regarding registration, fees, and billing, visit the Office of Registration and Scheduling Services website at www.usm.maine.edu/reg or contact program offices.

Advance Registration

Matriculated graduate students may register for courses during an advance registration period. Advance registration for the spring semester is conducted in November, and for the fall semester is conducted in April. Matriculated students are encouraged to register during the advance periods to increase the probability that they will obtain desired courses. No payment of tuition or fees is due during advance registration. For information regarding payment of bills, see the Financial Information section.

Registration Status

Full-time registration is for 9 or more degree credits; three-quarter time requires 6.75 credits; half-time requires 4.5 credits.

Note: For the purpose of eligibility for graduate assistantships, financial aid, or veterans benefits, credits required for full-time status may differ. Please consult the Office of Graduate Studies, Student Financial Services, or the Veterans Services Office for current requirements.

^ top

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. The Office of Graduate Studies is available for help with non-academic questions at (207) 780-4877.

^ top

Degree Progress

The definition of satisfactory progress towards the 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.

^ top

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 Code of Conduct.

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 Committee.

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 Dean of Students Office, Upton Hall, Gorham, (207) 780-5242.

^ top

Withdrawal (Loss of Matriculation Status)

Withdrawal with the loss of matriculation status 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.

1. *Student Withdrawal* To withdraw from the University the student must submit an official Withdrawal Form to the Office of Registration and Scheduling Services and complete an exit interview with his or her advisor.
2. *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.
3. *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.

Semester Withdrawal
A student may withdraw from all courses for a semester by notifying the Registrar in writing. Unless the student specifies that they want to lose their matriculation status (see paragraph above) they will remain a matriculated student and may register for future terms.

^ top

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 Director 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 or (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 office of the provost 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 office of the provost. The office of the provost 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 office of the provost 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 office of the provost's decision shall be final and not subject to further review. Copies of the decision of the office of the provost 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 program's school or college. The dean of the school or college must be included in this process. Within fourteen days following the student's receipt, in writing, of the decision by the department/dean, the student may appeal in writing to the office of the provost. The decision of the office of the provost 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 office of the provost.

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Graduation

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

1. 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.
2. Complete satisfactorily all program degree requirements as defined in the particular graduate program (*e.g.*, thesis, comprehensive examination).
3. Submit a completed application for graduation.

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 done on MaineStreet or through the Office of Registration and Scheduling Services.

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

Vacation Periods - Class Start

Vacation periods of one week in length are defined to start on a Monday and end on the following Sunday. Any scheduled weekend class (Saturday/Sunday) prior to the start of the vacation week will be held as scheduled.

Campus Life

Dean of Students Office and Community Standards

Dean of Students Office

The Dean of Students Office within the unit of Student Affairs has primary responsibility for student advocacy and support. The university's dean of students can be a very knowledgeable and helpful resource, including:

- Help you find solutions to various problems (academic, financial, personal);
- Help connect you to people on campus who can assist you in addressing various issues;
- Help connect you with resources on and off campus;
- Help you navigate the Student Conduct Code process and academic policies. The office is responsible for administering the Student Conduct Code, through which 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.

For more information (including a copy of the Student Conduct Code): (207) 780-5242, **usm.maine.edu/deanofstudents**, or visit 188 Upton Hall on the Gorham Campus. For additional information about student policies or a copy of any policy, please visit the **University Policies Page**.

If you are not sure where to go or if the dean of students is the right place, stop by anyway. Visit us at 135 Woodbury Campus Center (Portland), 207-780-4035 or usmdeanofstudents@maine.edu

Diversity and Inclusion

Take advantage of opportunities to celebrate your own identities and to explore the broad diversity of backgrounds, traditions, and points of view that make the USM campuses so vibrant. The work of Intercultural Student Engagement and the 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.

Intercultural Student Engagement

Woodbury Campus Center, Portland
Upper Brooks Hall, Gorham
(207)228-8200

Intercultural Student Engagement is dedicated to building community and empowering students. We serve as a resource for every student to engage in the rich education and growth found through active exchange across cultures and identities. We facilitate the exploration of critical issues around ability, class, ethnicity, gender identity, nationality, race, religion, sexual orientation, and the intersectionality of these and other identities. We are committed to building a campus community where all students can fully participate and feel valued, in an educational environment that is inclusive and safe.

LGBTQA+ Community and Resources

Intercultural Student Engagement and the Student Diversity Centers seek to ensure a University environment that is positive, safe, and supportive for members of all sexual orientations, gender identities, and gender expressions. Most specifically, our attention is turned to those identities that fall under the LGBTQA+ umbrella (some examples of these identities: lesbian, gay, bisexual, pansexual, asexual, agender, transgender, gender queer, questioning, and more). The USM Safe Zone Project, a program that conveys an inclusive message to the University community, falls under this umbrella as well. 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 be identified as safe and supportive contacts for LGBTQ+ students, faculty, and staff members.

Religious & Spiritual Life

Woodbury Campus Center, Portland Campus, (207) 228-8091

The Religious and Spiritual Life Council is an interfaith body made up of ordained Chaplains and lay-people Advisors who volunteer their time to the USM campus community. The Council and its members offer programs and services to support religious and spiritual life in all its expressions. Chaplains and Advisors, sponsored by their respective faith communities, offer services to students and student groups in a wide variety of religious or spiritual traditions and work together to offer programs encouraging spiritual life and interfaith dialogue.

Student Diversity Centers

Woodbury Campus Center, Portland
Upper Brooks Dining Hall, Gorham
(207)228-8200

The Student Diversity Centers provide supportive and inclusive spaces for the USM campus community. The Centers serve as catalysts in creating community for students, where cultural activities and celebrations occur, and student organizations meet. Through various programming, the Centers explore critical issues on campus about race, class, ethnicity, nationality, culture, sexual orientation, gender identity, and most importantly, the success of our students. The Centers are open to the entire USM Community. However, they have a unique role with regards to the support of students from historically marginalized communities and cultures. Please visit us at the Woodbury Campus Center on the Portland campus or Upper Brooks Hall on the Gorham campus.

Veterans' Services

230 Luther Bonney Hall, 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.

Disability Services Center

The Disability Services Center (DSC) provides a wide range of services to qualified students with attentional, learning, physical, psychological, sensory, or other health-related disabilities. To receive disability accommodations for the first time at the University of Southern Maine, you must register with the DSC. Our website has information about How to Register for Academic Accommodations and Housing Accommodations. If you have a disability and want to learn about our services and request accommodations, please contact the DSC to schedule an intake appointment.

242 Luther Bonney Hall, Portland, (207) 780-4706, (207) 780-5646 (TTY); fax: (207) 780-4403
email: dsc-usm@maine.edu

usm.maine.edu/dsc

Safety and Wellness

Health & Counseling Services

Each semester, students who are enrolled in six or more credits are automatically assessed a Health Fee. This fee entitles students to unlimited office visits in the USM Health Center and twelve counseling sessions in Counseling Services. The health fee is not health insurance.

The University of Maine System's seven campuses require proof of health insurance as a condition of enrollment for all students fitting the criteria outlined below.

All USM students will be required to show proof of health insurance as a condition of course enrollment if they meet the following eligibility criteria:

- Undergraduate students taking 9 credits or more
- Graduate or Law students taking 6 credits or more

- All USM students enrolled in the School of Nursing
- All USM students enrolled in the Athletic Training Program
- All USM students enrolled in the Occupational Therapy Program

For more information: (207) 780-5411, or TTY (207) 780-5646 or visit usm.maine.edu/uhcs, 125 Upton Hall.

Strict standards of confidentialty are observed in the Health and Counseling Center. Staffing includes mental health clinicians, professional nurses, certified nurse practitioners, and physicians who understand college health issues and the diversity of the USM community. Please utilize the contact information below for more information and/or a referral to off-campus health and counseling services if needed.

Health Services

Call (207) 780-5411, or TTY (207) 780-5646. Immunization hotline, (207) 780-4504, usm.maine.edu/uhcs, First floor Upton Hall in Gorham.

Counseling Services

Call (207) 780-4050, usm.maine.edu/uhcs, 105 Payson-Smith Hall, Portland campus and 110 Upton Hall, Gorham campus. At Lewiston-Auburn College, call (207) 753-6500.

Campus Safety Project

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

For more information, please visit the Campus Safety Project Page, including details regarding on-campus sexual assault and relationship-violence advocacy support.

Recreation and Fitness

Gorham Recreation and Fitness

The Gorham Recreation and Fitness Center offers many recreational activities regardless of skill level or previous experience. The fitness facility includes universal machines, free weights, and cardiovascular machines. Group exercise classes, personal fitness consultations, and a variety of other workshops are offered as well.

For more information call (207) 780-5649 or visit 102 Hill Gym on the Gorham campus.

Sullivan Recreation and Fitness Complex

The Sullivan Recreation and Fitness Complex has three courts lined for basketball, indoor tennis, badminton, volleyball, and indoor jogging. There are squash, wallyball, and racquetball courts, and two multi-purpose rooms for aerobics, dance, yoga, martial arts, and more. The Fitness Center offer Selectorized Power circuit stations, free weight equipment, treadmills, exercise bikes, steppers, climbers, elliptical fitness cross trainers, rowers, and stability balls. Equipment for wallyball is available for sign-out. A range of programs designed for busy commuters is available: aerobics, yoga, martial arts, racquetball, introductory dance classes, personal fitness consultations, and relaxation workshops. Outdoor recreation clinics and trips include camping, canoeing, cross-country skiing, sea kayaking, and more.

For more information: visit our website, call us at (207) 780-4939, or stop by 104 Sullivan Complex on the Portland campus.

Public Safety and Parking

USM Public Safety is responsible for keeping the peace, preventing crime, and delivering a variety of public safety related services including: Emergency Response, security and crowd control, crime investigation, 24-hour campus safety coverage, management of Public Safety Services (including parking and transportation), escort services, and educational programs.

Parking permits are available at the Parking and Transportation Offices, with multiple locations across campus. University motor vehicle rules and instructions to appeal violations are available online.

EMERGENCY: call 911 from a campus phone or (207) 780-5211.
Non-emergency business: call (207) 780-5211.

To register for USMALERT emergency messages, go to usm.maine.edu/usmalert.

Student Involvement

Athletics

Athletics is an exciting part of the overall student experience at the University of Southern Maine. Few institutions can match the success of the Huskies' nationally recognized non-scholarship athletic program. The Huskies compete in the Little East Conference, an nine-member conference composed of public institutions in New England and recognized as one of the most competitive Division III conferences in the nation. The Huskies sponsor 22 intercollegiate sports, 11 for men and 11 for women. Annually, the Huskies qualify several team sports and countless individual performers for national championship competitions. Several USM teams achieve a national ranking each year and qualify for post-season play sponsored by the NCAA and the Little East Conference.

USM student-athletes are supported in their efforts to excel with a strong system of academic support services which includes mandatory study table hours for first year students, developmental advising, and progress checks with University faculty members. The Department of Athletics also offers an 18-credit hour minor and certificate program in coaching education that prepares students of all ages to lead and coach at any level.

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

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 University Credit Union ("UCU") ATM; a staffed UCU branch; pool, ping pong, and air hockey tables; flat screen TVs; lounge space, bulletin boards; and two campus dining locations: the Residential Restaurant and the Husky Hideaway and Convenience Store. The BSC is also home to the Office of Student Affairs and Campus Activities.

Woodbury Campus Center

The Woodbury Campus Center serves as the "hub" of the Portland campus. The Woodbury Campus Center houses the Office of Student Affairs and Dean of Students, Campus Dining, USM Bookstore, UCU ATM, and the Information Center. Other services within the Campus Center include a Meditation & Spirituality Room, areas to study, eat or relax, the Area Gallery, the Student Government Association and Board of Student Organization offices, as well as the Intercultural Student Engagement Centers.

Also located in the Woodbury Campus Center are the Veterans' Resource Center, the Well, Religious and Spiritual Life, and the Multicultural Student Center. Support services for commuter students, parking and transportation information, and more are also available.

Student Organizations and Student Government

Student Activities seeks to create meaningful connections to the campus community and link student passions with involvement opportunities on campus. Involvement fairs, movie marathons, outside performers, karaoke, DIY nights, and food frenzies are just some of the fun, free events regularly offered on both Portland and Gorham campuses.

We encourage you to stop by and chat with a staff member in the Campus Life Office about upcoming events and related opportunities to help you find your place at USM!

Student Organizations

Undergraduate Student Government Association

USM/LAC Student Government Association

Greek Life

USM Dining and On-Campus Housing

USM Dining

Dining facilities are located on all three campuses. In Gorham, options include the Residential Restaurant and 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, the Library Starbucks, and the Luther Bonney Café and Mini-Mart. The Lewiston-Auburn campus features Café-LA.

For more information (including hours, menus, and how to purchase a residential or commuter meal plan) please stop by one of the dining locations listed above or visit usm.sodexomyway.com.

Residential Life

The Office of Residential Life is committed to creating an engaged, respectful and inclusive community. We provide an environment that is safe, well-maintained and sustainable. Residential Life provides a meaningful and intentional learning experience that ensures the exploration of diversity, leadership, and wellness. Accommodations on our Gorham campus 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.

For more information: call (207) 780-5240, email usmreslife@maine.edu, or visit usm.maine.edu/residential-life, 125 Upton Hall, Gorham campus.

Accelerated Graduate Pathway Leading to Initial Certification in Special Education

Accelerated Graduate Pathway Leading to Initial Certification in Special Education

The Accelerated Special Education Initial Certification Pathway allows USM undergraduate students with an interest in special education certification to have courses taken in their undergraduate sequence apply toward the graduate degree in M.S. in Special Education. This allows for exposure to education related courses over multiple years and a reduced course load while in the graduate program.

Requirements at the undergraduate level:

Recommended Courses and Core

- HRD 200 Human Growth and Development (Sociocultural Analysis (SCA)
- ADS 300 Ethics & Youth w/Exceptionalities (Ethical Inquiry) or EDU 310 Purpose of Schools in a Democracy (Ethical Inquiry /International)
- SED 420 Multi-tiered Systems of Educational Support

Required Courses (12 credits)

- SED 335 Students with Exceptionalities in General Education (Core Diversity), grade of “C” or better
- EDU 305 Foundations of Cultural and Linguistic Diversity (Core Diversity)
- SPY 425 Multi-Tier Instruction and Assessment for Mathematics
- SPY 427 Multi-Tier Instruction and Assessment for Reading

Apply for Accelerated Program prior to enrolling in any 500 level courses.

Requirements at the graduate level:

Required courses (30 credits)

- SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities (Take in the last 30 credits of undergraduate work)
- SED 615 Positive Behavior Interventions and Supports
- SED 653 Assessment in Special Education
- SED 682 Special Education Regulations, Procedures, and the IEP Team
- SED 693 Transitions Among Agency, School, and Community
- SED 687 Technology for Communicating and Learning
- SED 688 Internship in Special Education for Students with Mild to Moderate Disabilities (6 cr)
- EDU 600 Research Methods
- SED 699 Directed Study

42 credits 282 Special Education certification and a Master’s degree.

Admissions

Application Requirements and Instructions

Deadline: rolling

Submit the following:

1. **Graduate Application to the Special Education Initial Certification program**. Application to the program must be submitted while completing last 300-level course work and prior to any 400-level course work.
2. Submit the accelerated pathway application via the Tk20 Assessment System.
3. **Free Admissions Account and Application in Tk20**: In addition to the materials listed below, you must also complete a free Tk20 Admissions Account and Application in order for your accelerated pathway application to be reviewed.

4. **Praxis Core scores.** Take and pass per Maine State Guidelines all three parts of the Praxis Core: Reading 156, Writing 162, Math 150, or a composite of 468 with no section being 3 points lower than the cut off.
5. **Three Recommendations:** One each from field placement supervisor/mentor, education professor, and major professor. Each must have a separate form for recommendation.
6. **Essay:** a brief essay (300-500 words) that responds to the following prompt: *Please describe what you think it means as a teacher to provide equitable learning opportunities for all students. How do you see yourself providing equitable opportunities to learn for your students? Illustrate your thinking by using specific examples.*

Admission to the M.S. in Special Education for the Accelerated Special Education Initial Certification Pathway

- Students will apply to the M.S. in Special Education program using the standard graduate admission application upon satisfactory completion of the BA degree requirements, and have maintained a GPA of 3.0 for courses in the program, with grades no lower than a C in the following courses SED 420, SPY 425, and SPY 427. The graduate application can be found here: https://www.applyweb.com/usmaine/
- Recommendations, Resume, Essay, and passing Praxis CORE scores from Accelerated Special Education Initial Certification Pathway application will be used as part of the submission requirements of the graduate admission application.
- Students will become fully matriculated in the M.S. in Special Education program once all conditions for admission have been met.

Scholarships: There are scholarships for education students and we highly suggest you apply for them, while applying to the program, or afterwards: http://usm.maine.edu/sehd/financial-aid.

Accelerated Graduate Pathway to Leadership Studies

Accelerated Graduate Pathway to Leadership Studies

For highly motivated undergraduate students who are already looking ahead to graduate school, USM offers an Accelerated Graduate Pathway to the Leadership Studies master's program that allows you to begin graduate study while completing your bachelor's degree, saving you time and money -- which means you'll be ready for a career that much sooner, with your bachelor's and master's degrees in hand.

In order to gain full admission into the Master of Arts in Leadership Studies program, a student must meet the following admission standards:

- Maintain at least a 3.00 undergraduate cumulative GPA (student must have a cumulative GPA of 3.00 at end of undergraduate career);
- Complete the following courses with grades of B+ or better: LOS 300, LOS 329, and LOS 350;
- Complete the following course with a grade of B or better: LOS 500.

Program Requirements

Students are required to maintain 3.0 GPA or higher and complete all conditions as outlined above. A minimum of 108 undergraduate credits and 36 graduate credits are required to complete both degrees.

Students must meet all previous conditions in order to continue from their undergraduate degree into the Master of Arts in Leadership Studies program. Students must be officially in the accelerated pathway in order to move from the undergraduate degree to the graduate program without a separate admission application process.

How to Apply:

- On the Common App, select your preferred choice of major; then you will see the following option: "Please indicate your interest in one of the following accelerated pathway options at the University of Southern Maine" from which you can select a Pathway.

- In the University of Maine System application, select your First Choice Major; then you will see the following drop-down menu: Accelerated Graduate Degree Pathway (First Choice Major), from which you can select a Pathway.

- If you are a Transfer or Continuing Student, please contact the University of Southern Maine Advising Office to meet with an academic advisor who can review your previous coursework and determine your eligibility for entering an Accelerated Graduate Pathway. Please call (207) 780-4040 or email: usm.advising@maine.edu.

Recommended Course Sequence

Students wishing to progress through the graduate program in five years should take LOS 500: Foundations of Leadership I and LOS 550: Cultural Contexts during the fall semester and LOS 501: Foundations of Leadership II and LOS 512: Deliberate Creativity and Innovation during

the spring semester of their fourth year of study. After successfully completing these four courses as well as all undergraduate requirements, students will complete their undergraduate degree and become matriculated as a graduate student in the MLS program.

Accelerated Pathway Student Schedule

- Shared Senior Year Fall: 500, 550
- Shared Senior Year Spring: 501, 512

After Matriculation into the MLS Program

- Summer One: 610, 2 electives* (one fulfilling the second context requirement)
- Fall Two: 611, 688, elective*
- Spring Two: 689, elective*

*Electives from outside of the program may be taken with prior approval from your faculty advisor.

Accelerated Graduate Pathway to M.S.Ed. in Teaching and Learning (ETEP)

Accelerated Pathway to M.S.Ed. in Teaching and Learning (ETEP)

The Accelerated ETEP Pathway allows USM undergraduate students with an interest in teacher certification to have courses taken in their undergraduate sequence apply toward the graduate degree in Teaching and Learning (ETEP). This allows for exposure to education related courses over multiple years and a reduced course load during the intensive internship year.

Requirements at the undergraduate level:

Recommended Courses and Core

- HRD 200 Human Growth and Development (Sociocultural Analysis)
- EDU 310 Purpose of Schools in a Democracy (Ethical Inquiry/International) or ADS 300 Ethics & Youth w/Exceptionalities (Ethical Inquiry)

Required Courses (6 credits)

- SED 335 Students with Exceptionalities in General Education (Core Diversity)
- SED 420 Multi-tiered Systems of Educational Support (anticipated to change to EDU 222 Foundations of Language and Literacy Development effective 2019-2020)

Apply for Accelerated pathway prior to enrolling in any 500 level courses.

Requirements at the graduate level (ETEP):

Required Graduate Courses

Elementary (K-8) (36 credits)

- EDU 505 Teaching Mathematics K-8
- EDU 543 Professional Internship in Elementary Education (6 credits)
- EDU 546 Planning and Assessment for Proficiency-Based Learning I
- EDU 547 Planning and Assessment for Proficiency-Based Learning II
- EDU 551 Teaching Social Studies K-8
- EDU 552 Teaching Science K-8
- EDU 562 Linguistic and Cultural Diversity in the Classroom
- EDU 565 Teaching Reading for All Students Including Those with Diverse Abilities and Backgrounds
- EDU 566 Teaching Writing for All Students Including Those with DIverse Abilities and Backgrounds

Secondary (7-12) and World Language (K-12) (33 credits)

- EDU 514 Improving Teaching in Content Areas Through Literacy for All Students Including Those with DIverse Abilities and Backgrounds
- EDU 521 Digital Literacies and Education
- EDU 546 Planning and Assessment for Proficiency-Based Learning I
- EDU 547 Planning and Assessment for Proficiency-Based Learning II EDU 652 Curriculum Evaluation and Design for Secondary Education
- EDU 550 Professional Internship in Secondary Education (6 credits)
- EDU 562 Linguistic and Cultural Diversity in the Classroom

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

Recommendation for initial teacher certification made after successful completion of the courses above, additional two courses below complete the Master's degree.

- EDU 600 Research Methods
- EDU 643 Inquiry in Education (may be substituted with SED 699 Directed Study in Special Education, or EDU 667 Professional Educator Capstone)

36 credits K-8 initial teacher certification and a Master’s degree.

33 credits 7-12 initial teacher certification and a Master's degree

Admissions:

Application Requirements and Instructions

Deadline: Submission of applications is strongly recommended by December 1 but also accepted through January 30 of a given year.

Submit the following:

1. **Graduate Application to the ETEP program**. Application must be submitted while completing 300 or 400 level courses, and prior to taking any 500 level course. You cannot be accepted until after the completion of SED 420 and SED 335.
2. Submit the accelerated pathway application via the Tk20 Assessment System.
3. **Free Admissions Account and Application in Tk20**: In addition to the materials listed below, you must also complete a free Tk20 Admissions Account and Application in order for your accelerated pathway application to be reviewed.
4. **Praxis Core scores**. Take and pass per Maine State Guidelines all three parts of the Praxis Core: Reading 156, Writing 162, Math 150, or a composite of 468 with no section being 3 points lower than the cut off.
5. **Three Recommendations:** one each from field placement supervisor/mentor, education professor, and major professor. Each must have a separate form for recommendation.
6. **Résumé** showing history of employment, education, and community service.
7. **Essay -** a brief essay (2-3 pages) that responds to the following prompt: *The challenge of teaching is helping to ensure ALL students are learning. What would a school look like that provides all students equal opportunity to learn? What practices to ensure ALL students are learning have you seen, know of, been a part of, or been inspired to emulate?*
8. **Catalog of Experiences** (2 to 3 pages): Provide an annotated list of experiences particularly significant in your development as a learner and prospective teacher. Applicants should:

- Describe your experiences working with children and/ or adolescents
- Describe events that have deepened your understanding of the content area(s) you may teach
- Reflect critically on what you have gained from those experiences, both personally and professionally.

Admission to the MS.Ed. in Teaching and Learning (MSED) for Accelerated ETEP Pathway students:

- Students will apply to the MS.Ed in Teaching and Learning (ETEP) program using the standard graduate admission application upon satisfactory completion of the BA degree requirements, and have maintained a GPA of 3.0 for courses in the program, with grades no lower than a C in the following courses: SED 335 & SED 420. The graduate application can be found at the following web address:

https://www.applyweb.com/usmaine/
- Recommendations, Resume, Essay, Catalog of Experiences, and passing Praxis CORE scores from the Accelerated ETEP Pathway application will be used as part of the submission requirements of the graduate admission application.
- Students will become fully matriculated in the MS.Ed. in Teaching and Learning (ETEP) program once all conditions for admission have been met.

Scholarships: There are scholarships for education students and we highly suggest you apply for them, while applying to the program, or afterwards. http://usm.maine.edu/sehd/financial-aid

Accelerated Graduate Pathway to MBA

Accelerated Graduate Pathway to MBA

For highly motivated undergraduate students who are already looking ahead to graduate school, USM offers an Accelerated Graduate Pathway to the MBA program that allows you to begin graduate study while completing your bachelor's degree, saving you time and money -- which means you'll be ready for a career that much sooner, with your bachelor's and master's degrees in hand.

Why Consider a School of Business Accelerated MBA Program?

- No matter what your career choice, a solid understanding of business is always relevant.
- You will be part of a strong academic community.
- Maximize your professional skills and advance your career opportunities by networking with top business professionals.
- Develop closer links and more meaningful interaction with faculty through joint research and graduate assistantship opportunities.
- Save time and money by developing a sound plan for your future now.

Program Requirements

The MBA program is comprised of 27 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.

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.

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. 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.

EDU 671 Organizational Behavior
MBA 501 Economics Analysis
MBA 502 Accounting Concepts
MBA 504 Probability and Statistics for Business Decision Making
MBA 505 Financial Management

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six credits needed for graduation.

Students in the Accelerated Graduate Pathway are required to maintain a grade point average of 3.0 or higher after 90 credit hours of undergraduate course work to remain in good standing and be allowed to continue in the pathway. Enrollment in 600-level MBA courses may only occur in a student's final semester of undergraduate course work.

Admission Information

In order to gain full admission into the Master of Business Administration program, a student must meet the following admission standards:

- Choose any major. (NOTE: Some majors that require 70 credits or more will extend the typical timeline for the Accelerated Graduate Pathway.)

- Maintain at least a 3.0 undergraduate cumulative GPA (student has a cumulative GPA of 3.0 or better each semester of undergraduate career;

- Score a 500 on the GMAT. Please note: students entering the program directly from high school who scored a combined 1200 on the old SAT or 1270 on the new SAT (March 2016 or after) are waived from the GMAT.

- Complete the following courses with grades of C or better as well as any prerequisites:

BUS 340 Managing Organizational Behavior

ECO 101 Macroeconomics

ECO 102 Microeconomics

ACC 110 Financial Accounting

ACC 211 Managerial Accounting

MAT 210 Business Statistics (or other approved statistics course)

FIN 320 Basic Financial Management

How to Apply:

- On the Common App, select your preferred choice of major. You will then see the following option: "Please indicate your interest in one of the following accelerated pathway options at the University of Southern Maine" from which you can select a Pathway.

- In the University of Maine System application, select your First Choice Major and then you will see the following drop-down menu: Accelerated Graduate Degree Pathway (First Choice Major), from which you can select a Pathway.

If you are a Transfer or Continuing Student, please contact the University of Southern Maine Advising Office to meet with an academic advisor who can review your previous coursework and determine your eligibility for entering an Accelerated Graduate Pathway. Please call (207) 780-4040 or email:usm.advising@maine.edu.

Accelerated Graduate Pathway to Occupational Therapy

The Master of Occupational Therapy (MOT) program offers an Accelerated Graduate Pathway for current USM students majoring in Natural and Applied Sciences, Social and Behavioral Sciences, or Health Sciences. These degrees tend to cover the majority of the MOT prerequisites as part of the degree program and save students time and money.

Students interested in pursuing the MOT Accelerated Graduate Pathway complete approximately 85-90 undergraduate credits, usually after approximately three (3) years of full time study. During their junior year, the student would then apply and be accepted into the MOT program. The student's final undergraduate year would then overlap with their first year of the master's program, with some credits counting toward both degrees.

Prerequisites for the MOT:

- **Medical Terminology** 1-3 credits
- **Neuroscience** 3 credits
- **Introduction to Sociology** (or an upper level SOC/SBS course) 3 credits
- **Multicultural Human Development** (or Developmental Psychology) 3 credits
- **Statistics** 3 credits******
- **Abnormal Psychology** (or Psychopathology) 3 credits******
- **Introduction to Physics with Lab** 4 credits****** (online/simulated labs will be assessed at the discretion of the Program Director) (or SCI 150 Physics and Biomechanics/no lab 3 Credits)
- **Anatomy and Physiology I with Lab** 4 credits****** (online/simulated labs will be assessed at the discretion of the Program Director)
- **Anatomy and Physiology II with Lab** 4 credits****** (online/simulated labs will be assessed at the discretion of the Program Director)

******Statistics, Abnormal Psychology, Physics, A&P I, and A&P II must have been taken **within six years** prior to applying to the MOT program. Courses taken outside of this date range will need to be retaken or an equivalency exam may be used in its place.

If using an AP credit to fulfill a prerequisite course, the credit must have been completed within 6 years of applying to the program and applicants must complete a petition form for the Program Director to review. Acceptance of AP credits for prerequisite courses will be at the discretion of

the Program Director. An AP credit score of 4 is equivalent to a B grade at the college level.

How to apply:

1. Matriculate into one of the aforementioned undergrad degree programs (NAS, SBS, or HLS).
2. Declare the MOT Accelerated Pathway option using the Declaration and/or Change of Minor/Concentration form (available from the Registrar) and return it to the Registrar's Office for processing.
3. Complete all college core and academic major degree requirements, as well as the required MOT prerequisite courses.
4. APPLY* to the MOT program *the year prior* to the fall you expect to start.
5. If accepted, MOT courses are used toward your undergraduate degree's general electives in order to reach the 120 total credits required to earn the bachelor's degree.
6. If not accepted, the student will be expected to complete the necessary electives within their undergraduate program in order to obtain bachelor's degree.
7. Continue with MOT graduate school coursework (if accepted into the program) and earn your Master of Occupational Therapy degree upon completion of all MOT academic and fieldwork requirements.

*APPLICATION TO THE MOT PROGRAM IS REQUIRED. *Participation in the accelerated pathway option DOES NOT guarantee admission to the MOT program. Each applicant joins the overall applicant pool for consideration for admission.*

If interested in pursuing the MOT accelerated pathway option, talk to your faculty or professional advisor. You can also call (207) 753-6536 to set up an advising appointment on the Lewiston campus for the SBS or NAS degree paths, or call (207) 780-4555 to set up an advising appointment on the Gorham campus for the Health Sciences option. Transfer of any previously earned college credits will also be discussed.

Accelerated Graduate Pathway to Policy, Planning, and Management (MPPM)

For highly motivated undergraduate students who are already looking ahead to graduate school, USM offers an Accelerated Graduate Pathway to the MPPM program that allows you to begin graduate study while completing your bachelor's degree, saving you time and money -- which means you'll be ready for a career that much sooner, with your bachelor's and master’s degrees in hand.

In order to gain full admission into the Master of Arts in Policy, Planning and Management, a student must meet the following admission standards:

- Choose a major in Geography-Anthropology, Environmental Science and Policy, Economics, or Political Science (Political Science track only).
- Earn at least a B for all courses in these majors, as well as in any 500-level graduate courses taken while an undergraduate.
- Earn a cumulative GPA of 3.0 at time of matriculation into graduate program.
- Complete the following courses with grades of B or better: a course in Statistics that meets USM’s Quantitative Reasoning Core Requirement, a course in Microeconomics (or a course equivalent to ECO 102 or higher).

Anywhere from 3 to 18 credits of 500-level MPPM courses can be taken at the undergraduate level. Students may begin taking coursework in the PPM program in the summer after completion of the junior year.

How to Apply:

- On the Common App, select your preferred choice of major; then you will see the following option: “Please indicate your interest in one of the following accelerated pathway options at the University of Southern Maine” from which you can select a Pathway.

- In the University of Maine System application, select your First Choice Major; then you will see the following drop-down menu: Accelerated Graduate Degree Pathway (First Choice Major), from which you can select a Pathway.

- If you are a Transfer or Continuing Student, please contact the University of Southern Maine Advising Office to meet with an academic advisor who can review your previous coursework and determine your eligibility for entering an Accelerated Graduate Pathway. Please call (207) 780-4040 or email usm.advising@maine.edu.

Course Requirements for the Accelerated Graduate Pathway - Economics to MPPM

Matriculated Economics to MPPM students with at least 84 undergraduate credits may take six of the following seven courses prior to completing their undergraduate degree:

CPD 502 Sustainable Communities and Sustainable Development (MPPM core requirement)

PPM 521 Social Justice Theory and Public Policy

ECO 523 US Labor and Employment Relations

ESP 526 Environmental Economics

ESP 527 Natural Resource Economics

GEO 502 Gender, Work and Space

GEO 503 Economic Geography

Course Requirements for the Accelerated Graduate Pathway - Environmental Planning and Policy to MPPM

Matriculated students in the Environmental Planning and Policy program who have completed at least 84 undergraduate credits will be eligible to enroll in the following courses at the graduate level:

Group A: Environmental Science and Policy Courses

ESP 326/526 Environmental Economics

ESP 327/527 Natural Resource Economics

ESP 340/540 Environmental Regulations

ESP 417/517 Site Planning and Assessment

ESP 421/521 Natural Resource Policy

ESP 470/570 Solid Waste Planning and Policy

Group B: Policy, Planning, and Management Courses

The following MPPM courses may be taken without prerequisite:

PPM 521 Social Justice Theory and Public Policy

PPM 610 Governance, Democracy, and Policymaking

PPM 612 Sustainable Communities

PPM 615 Organizational Theory, Management, and Leadership

PPM 640 Public Financing and Budgeting

Graduate credit is granted upon satisfactory completion of the additional work as assigned by the course instructor and achieving a grade of B or higher.

The following MPPM courses may be taken with the indicated prerequisite:

PPM 601 Quantitative Methods for Policy, Planning, and Management

Prerequisite: MAT 120 Introduction to Statistics

PPM 611 Economics for Policy, Planning, and Management

Prerequisite: ECO 102 Introduction to Microeconomics

Requirements:

- Complete all requirements for the BA in Environmental Planning and Policy as detailed in the undergraduate catalog.
- Up to 18 credits from among the cross-listed and approved ESP-MPPM courses listed can be taken by the senior year. Students then enter the MPPM program with 18 credits of requirements remaining, allowing completion of the MPPM degree in one additional year of full time study.

Course Requirements for the Accelerated Graduate Pathway - Geography-Anthropology to MPPM

Students in their junior year in the Geography-Anthropology program who have completed at least 84 undergraduate credits will be eligible to enroll in the following courses at the graduate level:

Group A: Geography-Anthropology Courses

The following GYA courses will be available for graduate credit to GYA to MPPM students:

GEO 303/GEO 503 Economic Geography

GEO 320/ GEO 520 Conservation of Natural Resources

GEO 350/ GEO 550 Geography of International Development GEO 402/ GEO 502 Urban Geography

GEO 455/ GEO 555 Gender, Race and Class in the City GEO 305/GEO 505/GEO 605 Remote Sensing

GEO 308/GEO 508/CPD 608 GIS Applications 1 GEO 408/GEO 518/GEO 618 GIS Applications 2

GEO 481/GEO 581 Megacities and Global Planning Issues

ANT 315/ANT 515 Ethnographic Methods: Ethics and Practice

ANT 308/ANT 508 Environmental Archaeology

ANT 360/ANT 560 Public Archaeology

ANT 355/ANT 555 Public Interpretation in Anthropology

Group B: Policy, Planning, and Management Courses

The following MPPM courses may be taken without prerequisite:

PPM 501 Planning Theory

PPM 512/612 Sustainable Communities

PPM 507/607 Elements of Plan Making

PPM 508/608 Dispute Management

The following MPPM courses may be taken with the indicated prerequisite

PPM 550 State and Regional Economic Development

Prereq: GEO 203 Urban and Regional Development

PPM 601 Quantitative Methods for Policy, Planning, and Management

Prereq: MAT 120 Introduction to Statistics

Requirements:

- Complete all requirements for the BA in Geography-Anthropology as detailed in this catalog.
- All GYA to MPPM students will take PPM 612/PPM 512 during their senior year.
- Up to 18 credits from among the cross-listed and approved GYA-MPPM courses listed earlier can be taken by the senior year. Students then enter the MPPM program with 18 credits of requirements remaining (allowing completion of the MPPM degree in one additional year of full time study.)

Cross-listed courses may be curriculum requirements of the MPPM and GYA programs as follows:

Curriculum Requirements: BA in GYA

Courses in *Group A* (see below) may be used to meet the GYA requirements for Methods or Topical Electives within specified GYA tracks (provided they are taken from a minimum of two different professors) or other general electives within the major.

Course in *Group B* (see below) may be used to meet requirements for electives at the 300 level or above.

Curriculum Requirements: MPPM

The following courses in *Group A* count as electives in the MPPM Sustainable Development & Geospatial Technologies concentration

GEO 303/GEO 503 Economic Geography GEO 305/GEO 505 Remote Sensing

GEO 308/GEO 508 Geographic Information Systems 1

GEO 408/GEO 518 Geographic Information Systems 2

GEO 320/GEO520 Conservation of Natural Resources

GEO 402/GEO 502 Urban Geography

GEO 481/GEO 581 Megacities and Global Planning Issues

ANT 306/ANT 506 Public Archaeology

ANT 308/ANT 508 Environmental Archaeology

ANT 315/ANT 515 Ethnographic Methods

The following courses in *Group A* count as electives in the MPPM Public Policy concentration

GEO 302/502 Gender, Work and Space

GEO 455/GEO 555 Gender, Race and Class in the City

GEO 308/GEO 508 Geographic Information Systems I

GEO 408/GEO 518 Geographic Information Systems II

The field experience/internship elective for GYA may be used to meet the public service internship elective for MPPM provided the internship is taken during the Senior Year, meets the requirements for the MPPM public service internship experience and is approved by the MPPM chair (or designee) prior to beginning the internship.

Course Requirements for the Accelerated Graduate Pathway - Political Science (Political Science track) to MPPM

Requirements:

- Complete all requirements for the BA in Political Science (Political Science track) as detailed in the undergraduate catalog.

- Up to 18 credits from among the approved 500-level PPM courses listed can be taken during the senior year. Students then enter the MPPM program with as few as 18 credits of requirements remaining, which would allow completion of the MPPM degree in one additional year of full time study.

For students in the Accelerated Graduate Pathway from Political Science to MPPM, the following three courses count as Political Science upper level electives: PPM 510 Governance Democracy and Public Policymaking, PPM 515 Organizational Leadership, or PPM 534 Managing Cities, Towns, and Counties. Other PPM courses will count as university electives.

A student may take any other PPM 500 level course, such as the following:

502 Sustainable Communities and Sustainable Development

522 Intro to ARC/GIS (core)

531 Measuring Performance in the Public and Nonprofit Sectors

560 Crisis and Risk Management

550 State and Regional Economic Development

570 Argumentation and Advocacy

Accelerated Graduate Pathway to Statistics

For highly motivated undergraduate students who are already looking ahead to graduate school, USM offers an Accelerated Graduate Pathway to the Statistics master's program that allows you to begin graduate study while completing your bachelor's degree, saving you time and money -- which means you'll be ready for a career that much sooner, with your bachelor's and master's degrees in hand.

In order to gain full admission into the Master of Science in Statistics program, a student must meet the following admission standards:

- Choose a major in Mathematics, Engineering, Science or Technology.
- Maintain at least a 2.75 undergraduate cumulative GPA (student has cumulative GPA of 2.75 at time of graduation from undergraduate degree program).
- In addition to all major and core requirements, complete the following courses with grades of C or better: MAT 152 Calculus , MAT 153 Calculus B, MAT 281 Introduction to Probability, MAT 282 Statistical Inference.

How to Apply:

- On the Common App, select your preferred choice of major. You will then see the following option: "Please indicate your interest in one of the following accelerated pathway options at the University of Southern Maine" from which you can select a Pathway.
- In the University of Maine System application, select your First Choice Major and then you will see the following drop-down menu: Accelerated Graduate Degree Pathway (First Choice Major), from which you can select a Pathway.
- If you are a Transfer or Continuing Student, please contact the University of Southern Maine Advising Office to meet with an academic advisor who can review your previous coursework and determine your eligibility for entering an Accelerated Graduate Pathway. Please call (207) 780-4040 or email: usm.advising@maine.edu.

Accelerated Graduate Pathways to Law

USM's Accelerated Graduate Pathways to Law are for students who wish to complete both a Bachelor's and a J.D. degree in six years rather than the usual seven. These detailed plans (links appear below) save students one academic year of undergraduate education, as well as one year's

worth of undergraduate fees, tuition, and expenses. Students who meet the requirements avoid the considerable time and expense attached to preparing multiple law school applications. The chance to enter their chosen professional field a year early gives them an experiential advantage and has a beneficial impact upon earning potential as well.

Program Requirements

In order to be considered for guaranteed admission, a student must:

- **Successfully complete all but 30 credit hours of an approved Bachelor's degree pathway at the University of Southern Maine by the end of their junior status. Eligible majors are English, History, Linguistics, Philosophy, Political Science, Sociology, Economics, Geography-Anthropology, and Criminology.**
- Maintain an undergraduate GPA of 3.5,
- Achieve a Law School Admission Test (LSAT) score that is no lower than the current median LSAT posted on the Maine Law website,
- Complete all required Law School application materials (also posted on the Maine Law website), including compliance with all other Law School admission requirements by April 1 of the year in which the applicant would begin law school,
- Be in good academic and disciplinary standing at the University of Southern Maine at the time of acceptance to the Law School,
- Meet the standards for the Character and fitness portion of the Law School application,
- Submit a letter of reference from a USM faculty member familiar with the student's maturity, motivation, and academic ability to study law, and which details the student's qualifications and abilities in each area.

Students who do not meet these criteria are still eligible to apply for admission to the Law School, but will not be considered as part of the Guaranteed Admission Agreement through the Accelerated Law Pathway.

Required Course Progression

Sample pathways through the approved undergraduate majors listed above are available from the Advising Office. For 1L coursework to transfer to USM, a student must earn a grade of C- or better (please refer to Maine Law website to find 1L curriculum). As stated in the USM Residency Requirement, thirty of the last forty-five credits of a student's baccalaureate course load must be completed at USM. The institution works with students on a case-by-case basis through advising and at the departmental level to realize the full benefit of the campus community and resources while final coursework is completed.

How to Apply:

- On the Common App, select your preferred choice of major. You will then see the following option: “Please indicate your interest in one of the following accelerated pathway options at the University of Southern Maine” from which you can select a Pathway.
- In the University of Maine System application, select your First Choice Major and then you will see the following drop-down menu: Accelerated Graduate Degree Pathway (First Choice Major), from which you can select a Pathway.
- If you are a Transfer or Continuing Student, please contact the University of Southern Maine Advising Office to meet with an academic advisor who can review your previous coursework and determine your eligibility for entering an Accelerated Graduate Pathway. Please call (207) 780-4040 or email: usm.advising@maine.edu.

College of Arts, Humanities, and Social Sciences Overview

Dean: Adam Tuchinsky; Associate Dean: Julien Murphy; Financial Manager: Pamela Roy; Administrative Manager: Elaine Lohrman; Administrative Specialists: Penny Glover, Stephanie McLeod

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 two graduate programs leading to the master's degree and a graduate certificate program. These are the master of fine arts (MFA) in creative writing, the master of music (MM), and certificate of graduate study in Composing Together. 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:

- Music
- Stonecoast MFA

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.

Food Studies Overview

Director: Michael Hillard (Economics)

Assistant Professors: Matthew Hoffman; Jamie Picardy

Food Studies is the interdisciplinary study of the social, economic, political, and environmental factors that affect our food system. From farm to table, and table to mouth, food production and consumption is a lynchpin for economic systems and people's daily life and health. Food is also central to culture – our identities, the way we connect socially, and how families and communities function. The USM Food Studies Program joins a nationwide movement to elevate the study of food systems, to critically evaluate key food-related issues including food insecurity, environmental sustainability, and racial and labor justice, and develop in its students applicable real world skills ranging from hospitality and entrepreneurship to social justice policy and activism. Through active mentorship, engaged learning both in the classroom and the community, powerful collaborations with food system activists, business people and professionals, and well placed internships, USM Food Studies students are well prepared for food-related careers in the business, nonprofit/community, and government sectors.

Why USM Food Studies?

- **Study with Great Faculty.** USM Food Studies Faculty are successful food studies scholars, dedicated to innovative and welcoming classroom instruction that features experiential learning and applied research, and are well connected to leaders in the Maine, New England and national food system movements. Our faculty introduce students to highly engaged instruction in a wide range of key food studies topics.

- **Robust Paid Internships with Leading Maine Food Organizations and Businesses.** The USM Food Studies Program has built strong collaborations with leaders in the Maine food system, including innovative entrepreneurs, anti-hunger professionals and activists, sustainable farming practitioners and experts, and leading policy makers. Food Studies students have access to a wide array of placements that will jump start their careers in the world of food.

- **Study Abroad.** USM Food Studies is committed to developing meaningful short and medium length exchanges abroad, including in Italy, the home of the international Slow Food movement, and in Iceland. The program is also working to build opportunities for its students in nearby colleges and universities.

- **Become a Systems Thinker with Practical Skills.** USM Food Studies prepares students with a strong foundation in the economics, environmental impact, sociology, politics and policy of food systems, studying issues deeply relevant to the region, from sustainability to social justice. Through classes featuring research and service learning projects, and career tracks and internships, USM students match big picture understanding with specific food-related career skills.

- **Round Out Your USM Education.** Through our undergraduate minor and graduate coursework, students in a variety of majors and programs can complement their existing course of study with the benefits of the USM Food Studies Program. If you are in a career-focused major like nursing or business, take advantage of Food Studies' liberal arts instruction in the field that complements your chosen major and personal interests in food. If you are a liberal arts major, extend your knowledge to the world of food systems and while gaining access to career training and placement in career building internships.

Certificate of Graduate Study in Food Studies

Description

The Food Studies Graduate Certificate (12 credits) offers a unique opportunity to provide students with a broad interdisciplinary understanding of social, economic, political and environmental factors associated with global, national, regional and local food systems. The Graduate Certificate also provides opportunities for students to develop a range of professional skills central to work within food-related professions in the private, nonprofit and public sectors.

The Graduate Certificate is designed to achieve a range of student learning outcomes. Upon successful completion of the Graduate Certificate, students will be able to:

- Describe, critically analyze, and assess the multiple sectors within local, regional, national and global food systems.
- Discern the ways in which Maine's and the region's place-based food systems are the outcome of the intersection of geography, natural environment and social factors.
- Analyze contemporary and historical food systems in relation to systems of power, and evaluate the implications for environmental, social, and economic sustainability.

- Synthesize food systems concepts and knowledge and apply them to real world challenges through the development, design and evaluation of strategies for change.
- Reflect on and articulate one's own core food system values, to identify and evaluate courses of action and spheres of influence that follow from those values.
- Employ knowledge and practice workforce skills such as leadership; intercultural competence; entrepreneurship; marketing and finance; policy analysis; advocacy and organizing; and oral and written communication.

Please note certificates may be pursued by either matriculated students or non-matriculated students (students not pursuing a full degree program).

Program Requirements

The Food Studies Graduate Certificate is a 12-credit program. To complete it, students must take one required course (PPM 572/672), a second required course from among two choices (FSP 602 or 603), and two other Food Studies electives.

Required Courses (6 credits):

PPM 572/672 Food Policy and Planning
FSP 602 Power and Powerlessness in the Food System ***or*** FSP 603 Environmental Resilience and Food Systems

Elective Courses (6 credits):

ECO 523 U.S. Labor and Employment Relations
FSP 620 Poverty and Hunger
FSP 695 Food Studies Internship
MBA 648 Launching Sustainable Ventures
PPM 639 Political Economy of Food

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: Write 250 words on each of the following:
    - What is your vision of an ideal food system at local, national, and global levels?
    - Why do you think hunger exists in Maine and the U.S.?
- Personal Statement: Write 500 words to include a response to these two questions:
    - What do you see doing with your Food Studies Graduate Certificate?
    - What is your personal view about food--in your life, in the larger culture, and in the economy?
- Letters of recommendation (2)
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional

information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Food Studies Course Descriptions

Undergraduate
Graduate

FSP 100/EYE 199 Introduction to Food Systems
Using social science perspectives, this course introduces students to food systems and their components (*e.g.*, agricultural production, food processing, consumption, regional linkages, food and agricultural policies), to alternative food movements and issues of social justice, and to the field of food studies. Cr 3.

FSP 200 Food, Power and Social Justice
This course explores social as well as environmental dimensions of sustainability in today's globalized food system. We use conceptual frameworks, including food justice and food sovereignty, to analyze power and justice in relation to farmers and agro-ecological systems, farm and food industry workers, business owners and policymakers, as well as communities and consumers. Cr 3.

FSP 210 Food and the Environment
This course examines the relationships between the natural environment and human-made food systems and the environmental impacts of food production, processing, distribution, and disposal. We explore how different frameworks and different analytical methods help us to identify strategies for making the food system more sustainable and resilient. Students will research a food system-related environmental problem and prepare a policy or design brief to address that problem. Cr 3.

FSP 215 Entrepreneurship and the Business of Food
This course examines the entrepreneurial activities associated with the development, launch, and growth of food-based businesses. This class uses local case studies, lecture, and experiential learning to introduce students to the role entrepreneurship and entrepreneurial thinking play in business success. Cr 3.

FSP 225 Topics in Food Studies
Topics courses are designed to explore specialized theoretical and substantive topics related to food and agriculture. FSP 225 may be repeated for credit, as long as the topics are different. Cr 1-3.

FSP 300 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 including diet, food theft, trade patterns, and regional diversity; 19th century health, sanitation and temperance reforms; the rise of cooking schools, food writing, and regional cuisine; and contemporary issues such as fast and slow food, terminator seeds, organic farming and the diet industry. Cr 3.

FSP 320 Poverty and Hunger
One paradox of the contemporary food system is that it generates both hunger and obesity at the same time; in this course, we examine the extent of hunger, malnutrition and starvation in the world. This course examines societal structures of inequality as key determinants of access to food and the links between agricultural technologies, trade, hunger, and the reconfiguration of the global agri-food system. Finally, we evaluate solutions to problems of hunger, starvation and malnutrition. Cr 3.

FSP 395 Internship in Food Studies
The course is designed to provide real-world experience of and insight into food system-related professional roles through work in a community food-based business, organization or agency. The primary objective of the internship is the application of the perspectives, substantive knowledge, and methods studied in the Food Studies Minor curriculum to a particular organizational setting. In addition to field placement responsibilities, students are expected to regularly reflect and report on their experience. Contact the Food Studies Program Director or Administrative Specialist for details. Prerequisite: FSP 100 (can be concurrent). Cr 3-6.

FSP 602 Power and Powerlessness in the Food System
This course explores social dimensions of sustainability in the globalized food system. We use conceptual frameworks, including food justice and food sovereignty, to analyze power and justice in relation to farmers and agro-ecological systems, farm and food industry workers, business owners and policymakers, as well as communities and consumers. Cr 3.

FSP 603 Environmental Resilience and Food Systems
Today, we are confronting a series of interlocking crises--ecological, social, and economic--in which the food system takes center stage. How do we confront and address the nature of our times? This course is designed to provide students with an advanced knowledge of the food system as it relates to environmental sustainability and resilience. We will use critical conceptual frameworks to examine the way social and ecological processes organize the food system. After critically appraising the industrial food system, we will explore practical actions communities are taking to realize ecologically just and sustainable food systems. This course provides students with theories, concepts, and tools for analyzing environmental and social issues within the food system and adequately addressing them. Prerequisite: PPM 572/672. Cr 3.

FSP 620 Poverty and Hunger
One paradox of the contemporary food system is that it generates both hunger and obesity at the same time. This course focuses on the extent of hunger and malnutrition in the U.S. and globally, as well as their causes, consequences, and remedies. We examine societal structures of inequality determining access to food and the links between agricultural technologies, trade, the global agri-food system, and hunger. Finally, we evaluate solutions to problems of hunger and malnutrition. In addition, graduate students in this combined course will examine the distinctive and significant gender dimensions of hunger and food insecurity. What does it mean to claim that hunger and food insecurity are gendered? What is the evidence in support of this claim? What are the implications of a gender-sensitive analysis for mitigating hunger? Given its cross-listing, this course is interdisciplinary, drawing on and seeking to integrate concepts, theories, and core assumptions of several disciplines including Food Studies, Social Work, and Sociology. Cr 3.

FSP 695 Food Studies Internship
This course is designed to provide real-world experience of and insight into food system-related professional roles through work in a community food-based business, organization, or agency. The primary objective of the internship is the application of the perspectives, substantive knowledge, and methods studied in the Food Studies graduate-level curriculum to a particular organizational setting. In addition to field placement responsibilities, students are expected to regularly reflect and report on their experience. Cr 3.

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
MUH 520 Seminar in Music History	3
MUT 530 Seminar in Music Theory	3
MUP 603 Applied Music (composition)	12
MUP 690 Recital	0
Electives–Any MUH, MUS, MUP, MUT or MUE 500- or 600-level courses.	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 coursework 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 at least two jurors. The jurors will be drawn from the graduate faculty 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 forty-five minute recital for which either program notes are provided or the student presents verbal introductions to each work. The recital should comprise forty-five minutes of original music for a variety of instrumentation 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

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- An essay of 300-500 words on your professional goals
- A professional résumé
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores

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 application in the Office of Admissions 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or

higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

MM in Conducting

Description

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

- Choral
- Orchestral
- Wind

Program Requirements

Choral Conducting

Requires a minimum of 31 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUH 520 Seminar in Music History	3
MUT 530 Seminar in Music Theory	3
MUS 556 Diction for Singers 1: Italian and French	2
MUS 557 Diction for Singers 1: French and German	2
MUS 572 Vocal Pedagogy	2
MUP 603 Applied Music (choral conducting)	9
MUP 690 Recital	0
MUS 501 Chorale (2 sem.) or	
MUS 505 Chamber Singers (2 sem.)	1
Electives–Any MUH, MUS, MUP, MUT or MUE 500- or 600-level courses	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
MUH 520 Seminar in Music History	3
MUT 530 Seminar in Music Theory	3
MUP 603 Applied Music (orchestral conducting)	9
MUP 690 Recital	0
MUS 500 Orchestra (two semesters)	1
Electives–Any MUH, MUS, MUP, MUT or MUE 500- or 600-level	12

courses

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 32 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUH 520 Seminar in Music History	3
MUT 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
Electives–Any MUH, MUS, MUP, MUT or MUE 500- or 600-level courses	12

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 coursework 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

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- An essay of 300-500 words on your professional goals
- A professional résumé
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores

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 application in the Office of Admissions 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

MM in Jazz Studies

Description

Program Advisor: Christopher Oberholtzer, **Chris.Oberholtzer@maine.edu**

Program Requirements

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUH 520 Seminar in Music History	3
MUT 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 MUH, MUS, MUP, MUT or MUE 500- or 600-level courses	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 coursework 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 at least two jurors. The jurors will be drawn from the graduate faculty 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

A one-year residency is required for jazz studies.

Exit Requirements

In addition to the required degree recital, candidates will be required to complete a written examination in which they will be prepared to discuss topics and answer questions in their field. The exit examination will be scheduled through the appropriate full-time faculty member.

Admission Information

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- An essay of 300-500 words on your professional goals
- A professional résumé
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores

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 application in the Office of Admissions 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.

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.

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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

MM in Music Education

Description

Program Advisor: Michele Kaschub, **mkaschub@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
MUH 520 Seminar in Music History	3
MUT 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 MUH, MUS, MUP, MUT or MUE 500- or 600-level courses	12

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 coursework 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.

Tk20 Subscription:

All undergraduate and graduate students who matriculate into an Educator Preparation program or pathway in USM summer 2013 or later and are accepted as a candidate for their internship year are required to subscribe to the Tk20 online data management system once being accepted as a teacher education candidate and prior to their internship year. 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 after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation web site:**http://usm.maine.edu/educatorpreparation**

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program, and this evidence must be compiled and assessed within the context of the Unit's data management system (i.e., Tk20).

Admission Information

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- An essay of 300-500 words on your professional goals
- A professional résumé
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores

In addition to the above submitted materials, applicants must complete a free Tk20 Admission Application in order for their program application to be reviewed. The link to the instructions can be found here: http://usm.maine.edu/sites/default/files/educatorpreparation/How-to-Crea...

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 application in the Office of Admissions 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

MM in Pedagogy

Description

The Masters in Performance / 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 30 credit hours and a minimum grade point average of 3.0.	Credits
MUS 510 Bibliography and Research in Music	3
MUH 520 Seminar in Music History	3
MUT 530 Seminar in Music Theory	3
MUP 604 Applied Music (4 semesters)	8
MUS 695 Final Project: Thesis or Lecture-Recital	3
MUS 521 Literature of the Major Instrument	
For vocal pedagogy majors:	
MUS 522 Music Literature: Voice I or	
MUS 523 Music Literature: Voice II	2
For piano pedagogy majors:	
MUS 524 Music Literature: Piano I or	
MUS 525 Music Literature: Piano II	2
*If the student has already taken two semesters of piano literature in undergraduate studies, then MUS 563 Topics in Keyboard Studies may be substituted.	
Depending on area of study:	
MUS 572 Vocal Pedagogy or	
MUS 578 Pedagogy of the Major Instrument: Piano 1	2
Depending on area of study, one of the following:	
MUS 584 Advanced Pedagogy - Voice	
MUS 579 Ped of the Major Inst: Piano 2	
MUS 582 Advanced Pedagogy: Keyboard	2
MUS 694 Internship – field application of applied teaching	3
Electives – Any MUH, MUS, MUP, MUT or MUE 500 or 600 level courses	1

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 coursework 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 lecture-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 final project must be presented after successful completion of the comprehensive exams.
- Grading of the lecture-recital or thesis will be by a committee of at least two jurors. The jurors will be drawn from the graduate faculty.
- The candidate must receive a grade of B or higher on the final project.

Final Project

Lecture-Recital: A 45 - 60 minute Lecture-Recital based on a topic of the student's discretion with approval of the applied teacher. A copy of the lecture-recital document must be submitted for review ***before*** the public presentation.

OR:

An extensive **Thesis** based on a pedagogy topic to be agreed on by the program director and student.

Note: The student in the Masters of Music Program / Pedagogy may elect to present a non-required Recital with the approval of the Applied teacher after the 3rd semester of study is achieved.

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 Final Project, 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.

In addition to the required Final Project and associated written documents, candidates will be required to complete a written or oral examination in which they will be prepared to discuss topics and answer questions in their field. The exit examination will be scheduled through the appropriate full-time faculty member.

Admission Information

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- An essay of 300-500 words on your professional goals
- A professional résumé
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

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 application in the Office of Admissions 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.

The audition will include:

- A performance audition of at least 15 minutes of music containing repertoire that represents various music styles according to the discipline of the student's applied area.
- A sight singing exam will be taken by all students at the time of audition, demonstrating the ability to sight sing a melody and clap, tap or recite a rhythm pattern at sight.

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

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

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

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University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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

Program Requirements

Performance– Brass/Percussion

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

*Organ Literature I and II must be taken unless equivalent courses 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 requirements, 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
MUH 520 Seminar in Music History	3
MUT 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 MUH, MUS, MUP, MUT or MUE 500- or 600-level courses	3

*Piano Literature I and II must be taken unless equivalent courses 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 requirements, 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
MUH 520 Seminar in Music History	3
MUT 530 Seminar in Music Theory	3
MUP 500 Orchestra	1
MUP 603 Applied Music (strings performance)	12
MUP 690 Recital (two)	0
MUS 521 Literature of the Major Instrument	2
Electives–Any MUH, MUS, MUP, MUT 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
MUH 520 Seminar in Music History	3
MUT 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, MUS 504 Opera Workshop or MUS 505 Chamber Singers	1
Electives–Any MUH, MUS, MUP, MUT or MUE 500- or 600-level courses	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.

Performance–Woodwinds

Requires a minimum of 30 credit hours	Credits
MUS 510 Bibliography and Research in Music	3
MUH 520 Seminar in Music History	3
MUT 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 MUH, MUS, MUP, MUT or MUE 500- or 600-level courses	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.

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 coursework 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 will be performed on approval of the applied instructors.
- Grading of the recital will be by a committee of at least two jurors. The jurors will be drawn from the graduate faculty 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

In addition to the required degree recital(s) and associated written documents, candidates will be required to complete a written or oral examination in which they will be prepared to discuss topics and answer questions in their field. The exit examination will be scheduled through the appropriate full-time faculty member.

Admission Information

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- An essay of 300-500 words on your professional goals
- A professional résumé
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores

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 application in the Office of Admissions 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the

International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

Music 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 101 USM Choir: University Chorale
The University Chorale is an auditioned ensemble of mixed voices open to all University students. Rehearsals are designed to enhance musical and vocal development in order to sing expressively and with musical understanding a broad spectrum of choral music from a variety of historical eras and musical cultures. Prerequisites: College writing taken previously or concurrently; audition. 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 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.

MUH 203 Music in the Twentieth/Twenty-first 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.

MUS 204 Rock and Roll: Subversive or Submissive?
This course surveys popular musical styles from the Pre-Rock era to the early 21st century, from Rhythm and Blues to Hip hop, and examines how this music reflected or rejected societal norms of the times. Prerequisite: College Writing. Cr. 3.

MUS 209 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. Prerequisite: EYE 118 or permission of instructor. Cr. 2.

MUS 210 Songwriting
This course will focus on the development of the compositional voice of each student to cultivate comfortable and confident songwriting artists. Activities will include analysis of songs from a variety of style and genres, composition of original songs, individual and shared performance, and critique and feedback to further students' compositional skills. 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. Cr. 0.5

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 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 Senior Recital / Seminar
This seminar focuses on the final creative project in each student's major applied area. The major portion of the course is the preparation and presentation of a public applied recital or project. The course itself addresses issues of entrepreneurship in music and research in the historical elements of the applied recital/project. Prerequisites: Student must be a graduating senior in performance or bachelor of arts degree program and be eligible to present the applied recital/project in the student's major area. Cr. 3

MUP 491 Recital
Public performance in the area of applied study for music education majors. Graded pass/fail. Prerequisites: Student must be a Music Education Major. Cr. 0.

MUS 440 Studio Class
Studio class is a series of master classes covering a wide variety of performance related and pedagogical topics. Particular emphasis will be placed on instruction and discussion of repertoire, technique, pedagogy, and performance practice. Student performances are an integral part of the class. Guest lecturers and performers may be invited to visit the class on a regular basis. Corequisite: Enrolled in MUP 101, 102, 201, 202, 203, 603, or 604. Cr. 0.5.

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. Students 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 151 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. Prerequisite: MUE 110 ProSeminar I. 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 techniques. 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 310 ProSeminar V Teaching Internship
Provides students an opportunity for research 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. Cr. 3.

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 315 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 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 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 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.

MUH 220 Twentieth/Twenty-First 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. Prerequisites:

Music majors only or permission of the instructor. Cr. 3.

MUH 222 Music History Survey 1
An historical study of the language and style of music from antiquity to 1850. 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 1850 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. Prerequisites: MUH 222, or permission of the instructor. Cr. 1-3.

MUH 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.

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 325 The History of Musical Theatre in America
A study of the development of the musical and its relationship to American social history. Prerequisite: College Writing. 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. Prerequisite: College Writing. 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 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 271 Principles of Digital Audio and Music Production
This course will explore skills in music production. It will provide ear training pertinent to audio and music production. The student will have hands-on experience with recording equipment. Cr. 3.

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 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 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 371 Advanced Principles of Digital Audio and Music Production
This course will further skills in music production. It will provide ear training pertinent to audio and music production. The student will have hands on experience with recording equipment and will learn techniques of muti-track recording. Prerequisites: MUS 271 or permission of 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 (MUS 150) 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 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.

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.

MUT 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.

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

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.

MUH 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 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 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 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 or pedagogy 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 or voice. 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 or pedagogy 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 or pedagogy majors only. Other music majors with permission of the School. Cr. 2.

MUS 582 Advanced Pedagogy: Keyboard
An advanced study of the teaching methods and materials for keyboard instruments. This course is a second semester continuation of MUS 575. Cr. 2.

MUS 584 Advanced Pedagogy: Voice
An advanced study of the teaching methods and materials for voice. This course is a second semester continuation of MUS 572. 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
A field 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.

MUT 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.

MUT 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.

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 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.

MFA in Creative Writing

Description

Director: Justin Tussing

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 environment, 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 $7,000 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. 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 application instructions, go to usm.maine.edu/apply and find the Graduate Application Process.

Questions on the admissions process should be directed to the Office of Admissions at (207) 780-4386 or usmgrad@maine.edu. For more information on the curriculum or the program, contact the Stonecoast M.F.A. office at (207) 780-5262 or stonecoastmfa@maine.edu.

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 on the Maine coast in Freeport, Maine and taught by faculty and visitors of national reputation. Students attend workshops, faculty seminars, graduating student presentations, conferences with the administration, and daily 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 writing samples and past educational experience.

Application Procedures and Required Materials

Complete applications for the two annual admissions cycles are due on **March 1st and September 1st**. Later applications may be considered in exceptional cases or until all places are filled.

Applicants are required to provide the following materials:

- Application: Online Application

- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essays: 1) Please submit a one to two-page essay describing your writing background, your reasons for attending the M.F.A. program, and your goals following graduation.

  2) Additionally, all applicants need a 500-750 word statement discussing the work of at least three writers in the genre in which you are applying who have influenced your own writing. This statement may involve close readings, critical analysis, and/or a more personal discussion of why and how you value these writers. Ideally, it should convey a sense of the literary heritage in which you situate your own work and of your skill as a reader.

  Writing Sample: Applicants to the Stonecoast MFA in Creative Writing are required to submit a writing sample of your fiction, poetry or nonfiction. (Popular Fiction for this program does not include romance or children's literature.) Submitted material should be clearly marked to indicate applicant's name and the specific genre in which a student is applying. Send copies only, not originals. For Fiction, submit a short story or novel excerpt, maximum of 20 pages. For Poetry, submit a maximum of ten poems. For Creative Nonfiction, submit an excerpt from a memoir, a personal essay or a piece of literary journalism, a maximum of 20 pages. (Creative Nonfiction for this program does not include book reviews, letters, feature journalism or job-related documents such as memos, legal briefs, etc.) For Popular Fiction, submit a piece of science fiction, fantasy, horror, a mystery, or a thriller, maximum 20 pages.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency

- Declaration of Finances form accompanied by the appropriate financial documentation
  International students whose first language is not English are required to take the Test of English as a

- Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English
Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials
Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

Stonecoast MFA 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, 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
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 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. Prerequisites: 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.

Lewiston-Auburn College Overview

Interim Dean: Brian Toy; Director of Finance and Administration: Pam Roy; Administrative Specialist: Danielle Letourneau

Professors: Tara Coste, Ike Levine, Carol Nemeroff, Liz Turesky
Associate Professors: Paul Caron, Rose Cleary, Joyce Gibson, Christy Hammer, Dan Jenkins, Susan Noyes, Mark Silber, Blake Whitaker
Assistant Professors: Mary Anderson, Tammy Bickmore, Leeza Goryunova, Mary Anne Peabody
Lecturers: Sarah Grinder, Bernadette Kroon, Paula Spyropulos, Sharon Timberlake

Lewiston-Auburn College (LAC) has several distinguishing characteristics: interdisciplinary majors in Leadership and Organizational Studies, Natural & Applied Sciences, and Social & Behavioral Sciences; student-centered learning; a community atmosphere; and a deep commitment to 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

Please visit the Office of Admissions for graduate application information.

MA in Leadership Studies

Description

The Master of Arts degree in Leadership Studies (MLS) seeks students with the passion and dedication to join a new generation of leaders who will confront challenges in an increasingly complex and constantly changing world. MLS graduates have a deep understanding and appreciation of the dynamics of leadership, the convergence of leadership with other human relations, and the role of the individual as a leader in groups, organizations, and society. Through mastery of leadership theory and skills, graduates of the MLS program are prepared to perform as successful leaders in their work organizations, their communities, their nations, and the world.

The MLS is an interdisciplinary professional degree program that draws upon the social and behavioral sciences, the humanities, communication, public policy, technology, and science to explore and address complex leadership issues and dilemmas. MLS students develop an understanding of leadership as a process and as a relationship among people that transcends the setting. In addition, they gain a deep appreciation of the dynamics and responsibilities of leadership.

Consistent with the University's mission and commitment to citizen engagement and public and community service, this cutting-edge program responds to real world challenges and issues. The curriculum encourages students to embrace differences, behave ethically, model social and environmental responsibility, and uphold a commitment to advancing the common good. Courses challenge students to think critically and examine issues from varied perspectives, anticipate and facilitate positive change, strive for innovative sustainable solutions, and communicate effectively.

The MLS is offered through a combination of fully asynchronous online (100% of course activities online and no on-campus requirements) and blended (at least 50% of the coursework online with class meetings that can be attended in person on-campus or virtually via web conferencing) formats. Blended courses meet on our Portland campus. Please note that while all required MLS courses are available in both fully asynchronous online and blended formats, some electives may only be offered in one format.

An **accelerated pathway** option is available for current USM undergraduate students in any major. For more information on the accelerated pathway option please contact the Graduate Admissions office. Questions on the application process should be directed to the Office of Admissions at (207) 780-4386 or usmgrad@maine.edu.

Program Requirements

The Master of Leadership Studies requires at least 36 credits of coursework.

Cornerstones (6 credits):

- LOS 500 Foundations of Leadership Studies I: Theory and Practice 3 cr
- LOS 501 Foundations of Leadership Studies II: Theory and Practice 3 cr

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):

- LOS 512 Deliberate Creativity and Innovation 3 cr
- LOS 610 Methods of Inquiry (should be taken the semester prior to LOS 688) 3 cr
- LOS 611 Communication and Relationship Building 3 cr

Laid upon the cornerstones of the foundational work are the competency courses which are geared toward developing essential skills sets for leadership effectiveness.

Contexts (6 credits):

- LOS 550 Cultural Contexts (required) 3 cr

Plus, one of the following courses:

- LOS 571 International Leadership Association Annual Global Conference 3 cr
- LOS 651 Technology in Society 3 cr
- LOS 661 Ethical and Spiritual Dimensions of Leadership 3 cr
- LOS 670 Leadership Study Abroad 3 cr

The context courses place the rest of the work in situations, exploring the forces that environment places on leadership and followership.

Electives (9 credits):

- LOS 502 Foundations of Leadership Studies III: Theory and Practice 3 cr
- LOS 525 Advancing Innovation in State and Local Government 3 cr
- LOS 571 International Leadership Association Annual Global Conference 3 cr
- LOS 599 Topics (e.g., Collegiate Leadership Competition) 3 cr
- LOS 614 The Conflict Process 3 cr
- LOS 615 Leading Difficult People 3 cr
- LOS 622 Leadership in the Public and Nonprofit Sectors 3 cr
- LOS 625 Leadership Training and Development 3 cr
- LOS 631 Leadership & Film 3 cr
- LOS 639 Women's Ways of Leading: Building Partnerships, Creating Change 3 cr
- LOS 641 Exploring Transformational Leadership 1 cr
- LOS 642 Exploring Servant Leadership 1 cr
- LOS 643 Exploring Authentic Leadership 1 cr
- LOS 644 Exploring Chaos & Complexity Leadership 1 cr
- LOS 645 Exploring Relational Leadership 1 cr
- LOS 646 Exploring Followership 1 cr
- LOS 662 Community Leadership and Civic Engagement 3 cr
- LOS 665 Organizational Consulting: A Perspective on Leadership 3 cr
- LOS 698 Independent Study 3-6 cr
- LOS 699 Special Topics in Leadership 3 cr

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 (six or more credits):

- LOS 688 Master's Capstone I (Prerequisite: LOS 610) 3 cr
- LOS 689 Master's Capstone II (Prerequisite: LOS 688) 3-6 cr

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.

Recommended Course Sequence

Though it is not required, students are encouraged to start with one of the foundations courses (LOS 500, LOS 501) whenever possible.

Typical Student Schedules:

Part-time Student Schedule (taking two classes a semester):

- Fall One: 500, 550
- Spring One: 501, 512
- Summer One: 610, elective*
- Fall Two: 611, 688
- Spring Two: 689, elective*
- Summer Two: 2 electives* (one fulfilling the second context requirement)

*Electives may be taken from outside of the major (up to six credits) with prior approval from your faculty advisor.

Part-time Student Schedule (taking one class a semester):

- Fall One: 500
- Spring One: 501
- Summer One: elective*
- Fall Two: 550
- Spring Two: 512
- Summer Two: elective* (that fulfills the second context requirement)
- Fall Three: 611
- Spring Three: elective*
- Summer Three: 610
- Fall Four: 688
- Spring Four: 689
- Summer Four: elective*

*Electives may be taken from outside of the major (up to six credits) with prior approval from your faculty advisor.

Accelerated Pathway Student Schedule:

- Shared Senior Year Fall: 500, 550
- Shared Senior Year Spring: 501, 512
- Summer One: 610, 2 electives* (one fulfilling the second context requirement)
- Fall Two: 611, 688, elective*
- Spring Two: 689, elective*

*Electives may be taken from outside of the major (up to six credits) with prior approval from your faculty advisor.

Admission Information

Completion of the application requirements does not guarantee admission to the program. Once accepted into the MLS program, students have six years from the date of matriculation in which to complete the program.

Application Procedures and Required Materials

Application Deadline: Rolling Admissions for the Fall, Spring, and Summer semesters

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
  Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution. These must demonstrate completion of a baccalaureate degree from a regionally accredited college and a competitive GPA. A cumulative grade point average (GPA) of 3.0 on a 4.0 scale or a “B” average is expected. If your cumulative GPA is not 3.0 or better, the likelihood of your acceptance is greatly diminished.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.

- Essay: A two-part essay containing 1) an Academic Statement and 2) a Personal History Statement according to the following criteria. The Academic Statement should include a description of why you want to study Leadership, why you want to study at the University of Southern Maine, and how our Program can help you achieve your professional goals. The Personal History Statement should convey how a combination of life experiences, idealism, role models, education, and work experiences have influenced your decision to apply. You may also include any educational, familial, cultural, economic, or social experiences and any challenges or opportunities relevant to your academic journey. Both parts of your essay combined may not exceed 1200 words.
- Letters of Recommendation: Two letters of recommendation which speak to your character, work ethic/professionalism, problem-solving abilities, and potential to be successful in a graduate program. Applicants will be asked to provide the name and email address for each reference when completing the application and the recommendation form will be sent directly to each recommender by the university.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from
- International students whose first language is not English are required to take the Test of English a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Graduate Study in Creative Leadership and Global Strategy

Description

This unique, 12-credit, 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 multinational environments.

Students who earn this certificate will...

- Increase their knowledge of theories of leadership and 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 and Innovation, thinking critically, building relationships, and motivating individuals, groups, and organizations.

The Certificate of Graduate Study in Creative Leadership and Global Strategy is available through a combination of fully asynchronous online (100% of course activities online and no on-campus requirements) and blended (at least 50% of the coursework online with class meetings that can be attended in person on campus or virtually via web conferencing) courses. Blended courses meet on our Portland campus. For more information, please contact Graduate Admissions at (207) 780-4386 or email usmgrad@maine.edu.

Program Requirements

Certificate Requires 12 credits

LOS 500 Foundations of Leadership Studies: Theory and Practice I 3 cr

LOS 512 Deliberate Creativity and Innovation 3 cr

LOS 550 Cultural Contexts 3 cr

LOS 571 International Leadership Association Annual Global Conference 3 cr OR

LOS 670 Leadership Study Abroad 3 cr

Recommended Course Sequence

Although there is no required course sequence, it is recommended that students first take LOS 500 Foundations of Leadership Studies: Theory and Practice I.

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling admissions for Fall, Spring and Summer semesters

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
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- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
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- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

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- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

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Certificate of Graduate Study in Leadership Studies

Description

The Certificate of Graduate Study in Leadership Studies 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-credits 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 both formally and informally, complex problem solving, managing conflict, communicating effectively, and building relationships

The Certificate of Graduate Study in Leadership Studies is available through a combination of fully asynchronous online (100% of course activities online and no on-campus requirements) and blended (at least 50% of the coursework online with class meetings that can be attended in person on campus or virtually via web conferencing) courses. Blended courses meet on our Portland campus. For more information, please contact the Office of Graduate Admissions at (207) 780-4386 or email usmgrad@maine.edu.

Program Requirements

Certificate Requires 12 Credits

LOS 500 Foundations of Leadership Studies: Theory and Practice I 3 cr

LOS 501 Foundations of Leadership Studies: Theory and Practice II 3 cr

LOS 611 Communication and Relationship Building 3 cr

LOS 614 The Conflict Process 3 cr OR LOS 615 Leading Difficult People 3 cr

Recommended Course Sequence

Although there is no required course sequence, it is recommended that students first take LOS 500 Foundations of Leadership Studies: Theory and Practice I.

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling admissions for Fall, Spring and Summer semesters

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Certificate of Graduate Study in Organization Development

Description

This 15-credit program is grounded in organization studies and leadership theories. A strong emphasis is placed on organization development technologies, practical skills, and application, including planned interventions in an organization's "processes," using behavioral-science knowledge. In the courses that comprise this certificate, students will have opportunities to enhance their understanding of systems thinking and learning; analyzing change for systems alignment, integrating sustainable change processes for ongoing renewal, and to initiate and increase organizational effectiveness and health.

Students can apply the credits earned for this certificate towards a Master's degree in Leadership Studies.

Students who earn this certificate will develop their skills in:

- Diagnosing and intervening effectively at the individual, group and organization levels.
- Managing diversity, inclusion and social justice dynamics in ways that create a positive learning environment.
- Adult training and development design and delivery.
- Data collection methods such as survey feedback, assessment tools, interviewing and focus groups
- Process consultation and observation
- Thinking critically about human systems
- Relationship building
- Leading organizational changes

The Certificate of Graduate Study in Organization Development is available through a combination of fully asynchronous online (100% of course activities online and no on-campus requirements) and blended (at least 50% of the coursework online with class meetings that can be attended in person on campus or virtually via web conferencing) courses. Blended courses meet on our Portland campus. For more information, contact Graduate Admissions at (207) 780-4386 or email usmgrad@maine.edu.

Program Requirements

Certificate Requires 15 credits

LOS 500 Foundations of Leadership Studies I: Theory and Practice 3 cr (Blended *or* online)

LOS 501 Foundations of Leadership Studies II: Theory and Practice 3 cr (Blended *or* online)

LOS 502 Foundations of Leadership Studies III: Theory and Practice 3 cr (online only)

LOS 625 Training and Development 3 cr (Blended only)

LOS 665 Organizational Consulting: A Perspective on Leadership 3 cr (Blended only)

Recommended Course Sequence

Although there is no required course sequence, it is recommended that students begin the certificate sequence with LOS 500 Foundations of Leadership Studies: Theory and Practice I and then take LOS 665 Organizational Consulting: A Perspective on Leadership as their last course.

Admission Information

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- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.

- Essay: Applicants must submit a personal statement of purpose about why they are interested in this program
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

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Leadership Studies Course Descriptions

LOS Course Descriptions

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

- **Undergraduate**
- **Graduate**

Undergraduate

LOS 250 Organizational Accounting

This course will introduce students to the basic concepts of financial accounting: the use of debits and credits, finding a trial balance, differences in measurement and accounting methods, practices of private and public organizations, the use of funds to account for resources acquisition, and government applications. Throughout the course, the leader's perspective and accountability to stakeholders are emphasized. Prerequisite: LAC 112, Microsoft Excel or equivalent knowledge. Cr 3.

LOS 270 Exploring Leadership on Campus

This exploratory leadership studies course is designed to approach leadership on campus and beyond as a relational phenomenon from self-

development and strengths-based leadership to group dynamics and roles, complex organizations and their structures, teamwork, ethics, decision making, conflict resolution, diversity, and change. Concepts from leadership theory, current literature and research are introduced, discussed, and implemented by individual students as they develop effective leadership skills. Cr 3.

LOS 299 Writing in the Major

This course provides instruction and practice in the modes of thinking and writing applicable to leadership and organizational studies. As those in leadership positions should strive to be excellent communicators, the course goal is to increase both critical thinking and writing abilities as well as knowledge of various styles, formats, and appropriate voices. The one-credit course is offered fully online. LOS majors should take the course as soon as they start taking LOS courses. Prerequisite: College Writing with a grade of C- or higher. Co-requisite: LOS 300. Cr 1.

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. Completion of College Writing with a C- or better is required for LOS majors and preferred for all other students. Co-requisite: LOS 299. Cr 3.

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 a 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. Prerequisite: 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 3.

LOS 304 Organizational Budgeting and Finance

This course introduces students to budgeting and safeguarding financial resources in states and local governments, public universities, and private and nonprofit organizations. Specific topics include the finance cycle and financial presentations; analyzing budgets over time and across organizations using deflators and ratios; introduction to cost-benefit analysis; time value of money; shaping high-quality governmental revenue systems; and cost structures, economies of scale and scope, and effects on spending requirements and service levels. Assignments emphasize using Excel spreadsheets to analyze and communicate budget and finance data. Prerequisites: LOS 250 and LAC 112 or equivalents. Cr 3.

LOS 308 Lean Systems and Methods (Principles)

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 and 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 students and address competency in a needs assessment, the Implementation process, outcome evaluation including project results, and individual learning. Prerequisite: LOS 308 Lean Methods and Systems. Cr 3.

LOS/SBS 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. 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/SBS 316 Diversity in Organizations (DIV)

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 317 New Media and Social Networking: Identity and Expression Online

How are private and public identities established online? Are political and social movements built, organized, even undermined by social networking and online culture? Do online communities impact real world communication, language, and thought? Read critical theory on new media and explore technological and cultural associations with this nascent but pervasive phenomenon. 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 325 Advancing Innovation in State and Local Government

This course examines how public policy is formulated, adopted, and implemented and the structure and processes of administration in states and local governments. Policy issues and challenges facing Maine's governments, and the potential roles of leaders in facilitating change and innovation, are 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: LAC 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 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 our own self-confidence. Cr 3.

LOS 345 Leadership and Film

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

LOS 350 Leadership

This 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. Prerequisite: Completion of College Writing with a C- or better is required for LOS majors and preferred for all other students. Cr 3.

LOS 351 Exploring Transformational Leadership

In the increasingly uncertain world of today, new leadership is needed for radical positive change. Transformational Leadership offers one such avenue for unleashing the potential in individuals and situations. This one credit course is an in-depth exploration of Transformational Leadership. Students will gain an understanding of the theory, critiques of the theory and practical application of the theory. Prior Leadership courses are preferred but not required. Cr 1.

LOS 352 Exploring Servant Leadership

Through a unique paradox, servant-leaders seek to lead in a way that invests in the health and growth of the led while also seeking to improve the world around them. This one credit course is an in-depth exploration of Servant-Leadership. Students will gain an understanding of the theory, critiques of the theory and practical application of the theory. Prior Leadership courses are preferred but not required. Cr 1.

LOS 353 Exploring Authentic Leadership

Authentic leadership seeks to create leaders that identify and are in tune with their true selves and then seek to lead from this place of authenticity. This one credit course is an in-depth exploration of Authentic Leadership. Students will gain an understanding of the theory, critiques of the theory and practical application of the theory. Prior Leadership courses are preferred but not required. Cr 1.

LOS 354 Exploring Chaos & Complexity Leadership

Change is a natural part of the world around us. Often, it is the result of chaotic and complex systems interacting with one another. Acknowledging this reality, this course seeks to understand how leaders can learn from chaos theory and complex adaptive systems. The result will be a study of cutting-edge leadership theory and practice that will provide students with a greater understanding of how to engage with the world as leaders. Cr 1.

LOS 355 Exploring Relational Leadership

Recent scholarship in the study of leadership has begun to understand and investigate the relationship nature of the leader/follow construct. As a result of this emerging body of research, this course seeks to understand leadership as a relational process. This course will explore the theory, practice, and critiques of relational leadership theory in hopes of broadening students understanding of this new leadership perspective. Cr 1.

LOS 356 Exploring Followership

Leadership is often framed as a dyadic relationship between leader and follower. There is ample focus on the leader, but what about the other half of the relationship? This course aims to understand followership and how followers can have a significant impact on leaders and organizations. Through an exploration of theory and practice, this course will prepare students to be both better followers and better leaders. Cr 1.

LOS 360 Innovation in Organizations

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; 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 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 422 Leadership in the Public/Nonprofit Sectors

This course prepares leaders who can work for the common good across public, nonprofit and private sectors, and lead and manage in a diverse world. Students gain an understanding of the unique nature and challenges of leadership in public service and roles for leaders. Theories of public and nonprofit leadership and their application in complex and inter-sectoral settings are considered. Prerequisite: Junior standing or permission of the instructor. Cr 3.

LOS 425 Training and Development

This course provides students with a theoretical framework for adult learning as it applies to the training and development process in the context of organizational development. 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 leadership development training program for a community organization as a major project for this course. Prerequisite: Instructor permission required. Cr 3.

LOS/SBS 430 Applied Social Policy

A review of contemporary social policy alternatives and an examination of social policy making processes at both the macro- and micro-levels. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency. Prerequisites: Either LAC 210 or LAC 370 as well as junior standing or permission of the instructor. Cr 3.

LOS/SBS 436 Risk, Public Policy, and Society

This course considers the variety of ways in which risks, especially risks to the environment and 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 439 Women's Ways of Leading: Building Partnerships, Creating Change

This course offers historical and multi-disciplinary perspectives on such subjects as women leaders, systems of power and privilege, cultural shifts, and the psychology of bias. The settings of our investigations will range from the private corporate sector to government and non-profits, both within our country and abroad. Learning will be enhanced by facilitated discussions and interviews with community leaders, among other things. Cr 3.

LOS 440 Organizational Change and Development

As we move further into the twenty-first century, organizations and their leaders find themselves in highly competitive, fast-paced, and globalized environments in which change is essential for success, for their very survival. Organizations and their members must continue to learn, adapt, and evolve to keep pace with the changes occurring around them. This course is designed to provide necessary tools coupled with a better understanding of the major challenges and leadership orientations associated with initiating and implementing organizational change. We investigate theories, concepts, research, and their applications to better understand why and how organizations change. Cr 3.

LOS 462 Community Leadership and Civic Engagement

This is an introduction to community leadership and engagement. Students will develop an understanding of the theories, principles, and practices of leading communities. Students will gain knowledge of skills for promoting and sustaining community change and improvement. Topics include social justice, developing citizenship, community building, mobilization and advocacy, visioning, and strategic action planning. Cr 3.

LOS 470 Leadership Study Abroad (INT)

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. 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.

Graduate (Back to top)

LOS 500 Foundations of Leadership Studies I: Theory and Practice

The course provides an overview of leadership theory, practice, 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 objective of increasing our understanding of this complex and multifaceted phenomenon. The study of leadership will be utilized to examine critical issues emerging today. Cr 3.

LOS 501 Foundations of Leadership Studies II: Theory and Practice

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 502 Foundations of Leadership Studies III: Theory and Practice

With a focus on organizational development frameworks, strategies, and processes, this course explores the theories and research of leading effective organizational development and holistic systems change. An emphasis will be placed on organizational development and related emerging leadership theories and research. Case studies and experiential learning are used to examine the intended and unintended consequences of organizational development efforts. 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 525 Advancing Innovation in State and Local Government

This course examines how public policy is formulated, adopted, and implemented and the structure and processes of administration in states and local governments. Policy issues and challenges facing Maine’s governments, and the potential roles of leaders in facilitating change and innovation, are a special focus of the course. 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 571 International Leadership Association Annual Global Conference

Conferences offer multiple opportunities to socialize attendees in the broad professional and academic discourses. They also offer exciting opportunities for participants to exchange new and emerging ideas, spaces to know one another, and even to make commitments for future projects. In this course students will attend the International Leadership Association (ILA) conference along with pre- and post-class sessions to become familiar with one academic culture related to Leadership & Organizational Studies. Students will have multiple opportunities to ask questions related to professional development and conference participation in general. Finally, students will engage with the conference theme (e.g., Leadership in Turbulent Times) through conference participation, class dialogues, and assignments. Students will reflect on various leadership issues related to practicing inclusive leadership. Cr 3.

LOS 599 Topics

Topics offered will cover current special issues in organizations and/or the study of organizations through alternative methods. 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, qualitative, and mixed-method research designs 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 615 Leading Difficult People

This course provides students with an exploration of current research and theories of human behavior as they relate to the more difficult of behaviors that we encounter as leaders. Foundational topics covered include verbal and nonverbal communication, self-concept, effective listening, assertiveness, defensive and supportive communication, and conflict resolution. This course will then build on this base to specifically explore how leaders can help mediate the effects of difficult people and behaviors. Through various readings, interactive discussions, case study analyses, and experiential written assignments, students will learn how to practically apply theory to their own professional, social, and personal life situations; discover how to identify difficult behaviors in themselves and others; and acquire skills to more effectively handle the difficulties that negative behaviors can cause. Cr 3.

LOS 622 Leadership in the Public/Nonprofit Sectors

This course prepares leaders who can work for the common good across public, nonprofit and private sectors, and lead and manage in a diverse world. Students gain an understanding of the unique nature and challenges of leadership in public service and roles for leaders. Considers theories of public and nonprofit leadership and their application in complex and inter-sectoral settings. Cr 3.

LOS 625 Training and Development

This course provides students with a theoretical framework for adult learning as it applies to the training and development process in the context of organizational development. 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 leadership development training program for a community organization as a major project for this course. Cr 3.

LOS 631 Leadership and Film

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

LOS 639 Women's Ways of Leading: Building Partnerships, Creating Change

This course offers historical and multi-disciplinary perspectives on such subjects as women leaders, systems of power and privilege, cultural shifts and the psychology of bias. The settings of our investigations will range from the private corporate sector to government and non-profits, both within our country and abroad. Learning will be enhanced by facilitated discussions and interviews with community leaders, among other things. Cr 3.

LOS 641 Exploring Transformational Leadership

In the increasingly uncertain world of today, new leadership is needed for radical positive change. Transformational Leadership offers one such avenue for unleashing the potential in individuals and situations. This one credit course is an in-depth exploration of Transformational Leadership. Students will gain an understanding of the theory, critiques of the theory and practical application of the theory. Prior Leadership courses are preferred but not required. Cr 1.

LOS 642 Exploring Servant Leadership

Through a unique paradox, servant-leaders seek to lead in a way that invests in the health and growth of the led while also seeking to improve the world around them. This one credit course is an in-depth exploration of Servant-Leadership. Students will gain an understanding of the theory, critiques of the theory and practical application of the theory. Prior Leadership courses are preferred but not required. Cr 1.

LOS 643 Exploring Authentic Leadership

Authentic leadership seeks to create leaders that identify and are in tune with their true selves and then seek to lead from this place of authenticity.

This one credit course is an in-depth exploration of Authentic Leadership. Students will gain an understanding of the theory, critiques of the theory and practical application of the theory. Prior Leadership courses are preferred but not required. Cr 1.

LOS 644 Exploring Chaos & Complexity Leadership

Change is a natural part of the world around us. Often, it is the result of chaotic and complex systems interacting with one another. Acknowledging this reality, this course seeks to understand how leaders can learn from chaos theory and complex adaptive systems. The result will be a study of cutting-edge leadership theory and practice that will provide students with a greater understanding of how to engage with the world as leaders. Cr 1.

LOS 645 Exploring Relational Leadership

Recent scholarship in the study of leadership has begun to understand and investigate the relationship nature of the leader/follow construct. As a result of this emerging body of research, this course seeks to understand leadership as a relational process. This course will explore the theory, practice, and critiques of relational leadership theory in hopes of broadening students understanding of this new leadership perspective. Cr 1.

LOS 646 Exploring Followership

Leadership is often framed as a dyadic relationship between leader and follower. There is ample focus on the leader, but what about the other half of the relationship? This course aims to understand followership and how followers can have a significant impact on leaders and organizations. Through an exploration of theory and practice, this course will prepare students to be both better followers and better leaders. Cr 1.

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 do 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 and Civic Engagement

This course is an introduction to community leadership and engagement. Students will develop an understanding of the theories, principles, and practices of leading communities. Students will gain knowledge of skills for promoting and sustaining community change and improvement. Topics include social justice, developing citizenship, community building, mobilization and advocacy, visioning, and strategic action planning. 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 Master's Capstone I

The seminar allows students the opportunity to work with faculty to develop a comprehensive individualized research project leading to expertise in a particular area of leadership interest. Seminar meetings will include collegial (student) as well as faculty critique and assistance in developing research projects that exemplify an original contribution to scholarship. Questions posed and methods of study for the capstone will be discussed. The capstone faculty advisor must approve all projects. The seminar will conclude with students identifying the key questions and hypotheses, a comprehensive review and analysis of relevant literature and a well-developed research design for their thesis project. Prerequisite: LOS 610. Cr 3.

LOS 689 Master's Capstone II

The Master’s degree thesis offers students the opportunity to work on an individual research-based thesis project resulting in a substantive paper

that involves original collection or treatment of data that explores the role of leadership in developing or implementing meaningful change in an organization or community. This scholarly work will exemplify an original contribution to the field of leadership studies. The final product of a Master's Thesis is a paper of publishable quality. Students will formally present their theses at the end of the semester. Prerequisites: LOS 610 and LOS 688. Cr 3.

LOS 698 Independent Study

Prerequisites: LOS 500 and permission of instructor. Cr 3.

LOS 699 Special Topics

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

MOT in Occupational Therapy

Description

USM's 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 services 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.

For additional information, please visit the "How to Apply" page on MOT's website.

Program Requirements

Students in the Master of Occupational Therapy (MOT) program will complete 80 graduate credits consisting of 7 semesters of coursework, including 6 months of full time fieldwork. All courses in the curriculum must be completed with a cumulative average of B or better to earn the MOT degree. The Course Sequence Guide for full and part time students can be found under the Additional Information section of the MOT website.

Students are required to complete three Level I Fieldwork experiences with one each in mental health, community practice, and pediatric or adult 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 separate, 12 week long Level II Fieldwork experiences in two different settings.

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.

As part of Level I and II fieldwork placements, students will be required to complete a current criminal background check and fingerprinting as part of their requirements. If a student has been convicted of a felony and is uncertain if his or her conviction may jeopardize potential board certification, he or she should participate in NBCOT's Character Review Process and should complete the Early Determination Review to determine eligibility to sit for the NBCOT exam (required for licensure). Students should also check with the Maine State Licensure Bureau regarding eligibility for certification and licensure in the state.

Students are required to become members of the American Occupational Therapy Association (AOTA) and the Maine Occupational Therapy Association (MeOTA) for the duration of the program.

ACOTE and NBCOT:

The Master of Occupational Therapy program at the University of Southern Maine 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 12 South Summit Ave, Suite 100, Gaithersburg, MD 20877.

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 seven 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. The time limit for completion of the MOT program is dated from the date of first matriculation and ends at five years.

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 not offered every semester, it may be necessary for the student to take a leave of absence from the program until the required course is offered again. A student is only permitted to repeat one course. If a student receives a grade below B- in a second 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 any 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 any two semesters or twice in one semester will result in termination from the program.

Transfer Policy:

The Master of Occupational Therapy program abides by the University of Southern Maine transfer policy as outlined in the graduate catalog. 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 standards. Only those courses which meet the standards will be accepted for transfer.

Recommended Course Sequence

Courses in the Master of Occupational Therapy program are integrative by design and so must be taken in a specific order. The Course Sequence Guide for the current academic year can be found under the Additional Information section of the MOT website.

Required courses for the 2018-2019 academic year are as follows (full time courseload):

Semester 1

OTH 501	Occupational Therapy Foundations 3 cr
OTH 502	Introduction to Occupation 3 cr
OTH 503	Reflective Practitioner 3 cr
OTH 506	Contextual Considerations 3 cr
OTH 514	Fundamentals of Human Anatomy and Movement Lecture 3 cr
OTH 515	Fundamentals of Human Anatomy and Movement Lab 1 cr

Semester 2

OTH 504	Research and Evidence Based Practice I 3 cr
OTH 505	Impact of Mental Health on Occupational Perf. Part I Lecture 3 cr
OTH 508	Impact of Mental Health on Occupational Perf. Part I Lab 1 cr
OTH 507	Ethics and Occupational Justice 3 cr
OTH 509	Level I Fieldwork: Mental Health/Psychosocial Practice 1 cr
OTH 520	Neuroscience for Occupational Therapists Lecture 3 cr
OTH 521	Neuroscience for Occupational Therapists Lab 1 cr

Semester 3

OTH 510	Level I Fieldwork: Community Practice/Evidence Based Practice 1 cr
OTH 512	Research and Evidence Based Practice II 3 cr
OTH 603	Occupational Performance: Adulthood Part I Lecture 3 cr
OTH 606	Occupational Performance: Adulthood Part I Lab 1 cr

Semester 4

OTH 511	Level I Fieldwork: Populations 1 cr
OTH 518	Impact of Mental Health on Occupational Perf. Part II: Group Process 3 cr
OTH 602	Applied Kinesiology and Exercise Physiology Lecture 3 cr
OTH 609	Applied Kinesiology and Exercise Physiology Lab 1 cr
OTH 604	Occupational Performance: Infancy-Adolescence Part I Lecture 3 cr
OTH 607	Occupational Performance: Infancy-Adolescence Part I Lab 1 cr
OTH 605	Management in Occupational Therapy 3 cr

Semester 5

OTH 614	Occupational Performance: Adulthood Part II Lecture 3 cr
OTH 617	Occupational Performance: Adulthood Part II Lab 1 cr
OTH 615	Occupational Performance: Infancy-Adolescence Part II Lecture 3 cr
OTH 619	Occupational Performance: Infancy-Adolescence Part II Lab 1 cr
OTH 620	First Level II Fieldwork 6 cr

Semester 6

OTH 608	Reflections on Practice 1 cr
OTH 616	Professional Presentations 3 cr
OTH 699	Advanced Topics in Occupational Therapy 2 cr

Semester 7

OTH 621	Final Level II Fieldwork 6 cr

Admission Information

Admission to the Master of Occupational Therapy program is competitive with limited spaces each fall. 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 and a half years. Full time coursework consists of seven consecutive semesters of academic coursework, including six months of full-time fieldwork in an occupational therapy setting.

Students should submit a USM Graduate Application online. Students may also apply through OTCAS. The deadline for completed applications is October 1st for matriculation the following fall semester. Admissions details and criteria are available at the How to Apply page on MOT's website.

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 such areas as academic achievement, writing skills, and interviewing.

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 acceptance 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 be allowed additional time to complete select prerequisite courses.

Applicant Qualifications

- Minimum 3.0 GPA on a 4.0 scale is required for interviews
- GRE scores are not required
- Prerequisite courses must be completed at a regionally accredited college or university
- Prerequisite courses must be passed with a grade of B or higher
- Completion of prerequisite courses as follows (more information can be found here):
    - Medical Terminology 1-3 credits
    - Neuroscience 3 credits
    - Introduction to Sociology 3 credits
    - Developmental Psychology 3 credits
    - Statistics 3 credits (taken within 6 years of applying)

- Abnormal Psychology 3 credits (taken within 6 years of applying)
- Introduction to Physics with Lab 4 credits (taken within 6 years of applying)*
- Anatomy & Physiology I with Lab 4 credits (taken within 6 years of applying)*
- Anatomy & Physiology II with Lab 4 credits (taken within 6 years of applying)*
    - *Online or simulated labs will be assessed at the discretion of the Program Director

Application Procedures and Required Materials

Application Deadline: October 1 - Deadline extended to November 1

Applicants are required to provide the following materials:

- USM Graduate Application: Online Application Students may also apply through the Centralized Application Service for Occupational Therapy Programs: OTCAS. The OTCAS portal opens for applicants on July 18, 2018.
- USM Application fee: $65.00 paid through the online application. OTCAS requires its own set of fees for utilizing this service (including the USM application fee). Applicants applying through OTCAS will pay all associated fees directly through the OTCAS program.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In additional to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience
- Essay: A two to three page essay that introduces yourself, describes why you are interested in Occupational Therapy, and outlines the strengths and experiences you bring to the Occupational Therapy profession
- Letters of Recommendation: Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
    - Three letters of recommendation are required. As part of the online process, applicants will be prompted for the names and email addresses of three recommenders. Each individual will receive an electronic recommendation form to complete directly from the university.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

If applying through the **USM Graduate Application**, official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Southern Maine
P.O. Box 412
Bangor, ME 04402-0412

If applying through the **Centralized Application Service for Occupational Therapy Programs (OTCAS)**, please submit all materials directly to OTCAS.

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Occupational Therapy Program Course Descriptions

OTH 501 Occupational Therapy Foundations
This course introduces students to foundational concepts of occupational therapy practice, which includes the domain and process of occupational therapy and the analysis of activities and occupations. Students will learn about these concepts through hands-on experiences and creative projects that support clinical reasoning and the therapeutic process. Cr 3.

OTH 502 Introduction to Occupation
This writing intensive course introduces students to the history and leaders of the occupational therapy profession, as well as foundational concepts of occupation, occupational science, and theories underlying occupational therapy practice. Models of practice and frames of reference employed in occupational therapy practice will be reviewed and applied. Cr 3.

OTH 503 Reflective Practitioner
Addressing the artful elements of occupational therapy practice, this course engages students in developing and refining skills for reflective practice. Topics include self-awareness, therapeutic use of self, intentional therapeutic relationships, professional communication, teaching and learning, and leadership skills for practice. Cr 3.

OTH 504 Research and Evidence Based Practice I
This course introduces the student to evidence-based practice in occupational therapy and the spectrum of investigative strategies that can be used to answer questions of concern to occupational therapists. Students will learn foundational research principles and use these to critically examine current research and master basic evidence-based practice and research skills. The work of this course will revolve around students' connections with community-based partners and collaboration around their clinical questions. Targeted assignments will support the development of skills in designing practice-based and research questions; searching, critiquing, and synthesizing relevant literature, and designing an evidence-based project proposal. Prerequisite: Successful completion of all previous coursework. Cr 3.

OTH 505 Impact of Mental Health on Occupational Performance Part I Lecture
Addresses occupational therapy theory, evaluation, planning, and intervention commonly used with individuals who have mental health issues across the lifespan. The etiology, symptoms, and course of mental health conditions are integrated with analysis of occupational performance through the person-environment-occupation model of OT practice. Contextual considerations for this area of OT practice are examined, including characteristics of the individual, families and caregivers, and the mental health care system. During lab sessions, students will explore assessment tools and intervention strategies focusing on the intersection of mental health disorders, cognition, and sensory processing in the adult population. Prerequisite: Successful completion of all previous coursework. Co-requisites: OTH 508 and 509. Cr 3.

OTH 506 Contextual Considerations in Occupational Therapy
This course introduces students to the context of practice for the profession of occupational therapy. Students will learn the role and functions of OT practitioners; local, national, and international associations; and the foundation of documentation and reimbursement for OT services. Students will be introduced to various contexts, such as professional, social, cultural, economic, and ecological, in which occupational therapy services are provided. Prerequisite: Successful completion of all previous coursework. Cr 3.

OTH 507 Ethics and Occupational Justice
This writing intensive course is designed to assist students to understand the larger social, cultural, ethical, professional, and systematic issues that impact health care and occupational therapy practice. This course will focus on strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts and ethical dilemmas in occupational therapy through the lens of the OT code of ethics. Sociocultural issues, including occupational justice, health disparities, and their impact on ethical practice will also be explored. Prerequisite: Successful completion of all previous coursework. Cr 3.

OTH 508 Impact of Mental Health on Occupational Performance Part I Lab
Hands-on laboratory experiences illustrating topics introduced in OTH 505. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 505. Cr 1.

OTH 509 Level I Fieldwork: Mental Health/Psychosocial Practice

Students are provided opportunities in a variety of clinical and community 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 associated classes. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 505/508. Cr 1.

OTH 510 Level I Fieldwork: Community Practice/Evidence Based Practice
Students are provided opportunities in a variety of clinical and community settings where they can continue to develop professional behaviors, communication skills, and skilled observation in varied practice settings. 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 associated classes. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 512. Cr 1.

OTH 511 Level I Fieldwork: Populations
Students are provided opportunities in a variety of clinical and community settings where they demonstrate professional behaviors, communication skills, and skilled observation in a faculty supported 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 associated classes. Prerequisite: Successful completion of all previous coursework. Cr 1.

OTH 512 Research and Evidence Based Practice II
Building on the learning initiated in OTH 504, this course provides the opportunity for students to expand their application of evidence-based concepts to the investigation of an occupational therapy question, need, or program evaluation. Students will continue work on evidence-based projects to answer the clinical question posed by a community partner. This will involve a variety of methods, including gathering and critiquing the evidence, synthesizing and summarizing findings, and presenting the findings to the community partner. Course sessions and assignments will be designed to guide students through the process of evidence-based practice. Prerequisites: OTH 504 and successful completion of all previous coursework. Co-requisite: OTH 510. Cr 3.

OTH 514 Fundamentals of Human Anatomy and Movement Lecture
This course covers the basic sciences needed to understand normal human movement. The course begins with a review of human biology and basic biomechanics utilizing a systems approach with a strong emphasis on the functional anatomy of the musculoskeletal and nervous system.The student will integrate his/her learning to gain an understanding of how the functional anatomy of the body systems relate to the biomechanics, kinematics, and kinetics of human motion, leading to occupational performance. Prerequisites: Successful completion of all previous coursework. Co-requisite: OTH 515. Cr 3.

OTH 515 Fundamentals of Human Anatomy and Movement Lab
Hands-on laboratory experiences illustrating topics introduced in OTH 514. The students will perform musculoskeletal assessments throughout the course of the semester, and should experience confidence and proficiency in the performance of MMT and ROM, and be able to connect these skills to function and performance by human beings. Prerequisites: Successful completion of all previous coursework. Co-requisite: OTH 514. Cr 1.

OTH 518 Impact of Mental Health on Occupational Performance Part II: Group Process
This course will expand on mental health conditions and the practice of occupational therapy in mental health. Students will be introduced to group process principles, including the major characteristics of groups, group norms, and group development. Students will participate in and lead groups, as well as apply group process principles to multiple areas of practice. Prerequisite: Successful completion of all previous coursework. Cr 3.

OTH 520 Neuroscience for Occupational Therapists Lecture
This course is designed to examine nervous system structure and function. It will provide foundational knowledge including examination of somatosensory, motor, cognitive, and vestibular systems. Prerequisite: OTH 514/515 and successful completion of all previous coursework. Co-requisite: OTH 521. Cr 3.

OTH 521 Neuroscience for Occupational Therapists Lab
Hands-on laboratory exercises designed to complement lecture and enhance student learning. Prerequisite: OTH 514/515 and successful completion of all previous coursework. Co-requisite: OTH 520. Cr 1.

OTH 599: Advanced Topics in Occupational Therapy
Topics vary. Restricted to first year OT students only. Cr 1.

OTH 602 Applied Kinesiology and Exercise Physiology Lecture
This course will give students an opportunity to put into practice the OT process through completion of orthopedic and neurological examinations and evaluations of the upper extremity based on orthopedic, neurological and other medical conditions influencing upper extremity function. In addition, students will explore design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. They will train in the use of prosthetic devices, based on scientific principles of kinesiology, neuroscience, biomechanics, and physics. Students will learn safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage

pain and improve occupational performance. Students will practice documentation of occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Prerequisites: OTH 514/515 and successful completion of all previous coursework. Co-requisite: OTH 609. Cr 3.

OTH 603 Occupational Performance: Adulthood Part I Lecture
This course addresses occupational therapy theory, evaluation, planning, intervention, and documentation commonly used with adults with physical impairments which impede their occupational performance. Clinical conditions will be reviewed including etiology and symptoms, and will be integrated into active learning assignments. Contextual considerations for this area of OT practice are examined, including characteristics of the individual, families and caregivers, and the inter-professional team in physical rehabilitation practice settings. Class format includes lecture, demonstration, class discussion, group work and lab experiences providing students the opportunity to apply new knowledge to clinical cases, develop clinical reasoning, and learn hands on skills needed for entry level practice. Prerequisites: Successful completion of all previous coursework. Co-requisite: OTH 606. Cr 3.

OTH 604 Occupational Performance: Infancy through Adolescence Part I Lecture
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/or clinic 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. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 607. Cr 3.

OTH 605 Management in Occupational Therapy
This course will introduce students to management principles relevant to current occupational therapy practice. Students will also develop appreciation for the complexity of our dynamic health care system and the impact this has on occupational therapy. Prerequisite: Successful completion of all previous coursework. Cr 3.

OTH 606 Occupational Performance: Adulthood Part I Lab
Hands-on laboratory experiences illustrating topics introduced in OTH 603. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 603. Cr 1.

OTH 607 Occupational Performance: Infancy through Adolescence Part I Lab
Hands-on laboratory experiences illustrating topics introduced in OTH 604. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 604. Cr 1.

OTH 608 Reflections on Practice
Students will reflect on and integrate learning from First Level II Fieldwork as well as continue to develop advanced OT practice skills. Prerequisite: Successful completion of all previous coursework, including OTH 620. Co-requisite: Must be taken concurrently with OTH 699. Cr 1.

OTH 609 Applied Kinesiology and Exercise Physiology Lab
Hands-on laboratory experiences illustrating topics introduced in OTH 602. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 602. Cr 1.

OTH 614 Occupational Performance: Adulthood Part II Lecture
This course is a continuation of OTH 603 with a focus on advancing assessment, intervention and documentation skills through learning modules. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 617. Cr 3.

OTH 615 Occupational Performance: Infancy through Adolescence Part II Lecture
This course is a continuation of OTH 604. It focuses on the assessment, intervention and documentation of occupational therapy with children ages birth to 21. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 619. Cr 3.

OTH 616 Professional Presentations
Students will reflect on and integrate learning from First Fieldwork Level II and Evidence Based Practice coursework to develop a research proposal as well as explore current contextual considerations and roles in Occupational Therapy practice. Prerequisite: Successful completion of all previous coursework, including OTH 620. Cr 3.

OTH 617 Occupational Performance: Adulthood Part II Lab
Hands-on laboratory experiences illustrating topics introduced in OTH 614. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 614. Cr 1.

OTH 619 Occupational Performance: Infancy through Adolescence Part II Lab
Hands-on laboratory experiences illustrating topics introduced in OTH 615. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 615. Cr 1.

OTH 620 First Level II Fieldwork
This fieldwork requirement is a minimum 12 week, full time, and supervised experience in an occupational therapy setting or emerging practice area. Students are expected to participate in practical experiences that promote the application of theoretical knowledge and practice skills with

clients who are experiencing occupational deficits due to a variety of conditions or disorders. They are expected to increase their caseload throughout the 12 weeks to demonstrate entry-level practitioner skills in that setting. Formal evaluation and direct supervision appropriate to the setting is provided by a licensed occupational therapist. This course requires participation in an online component during the placement. Prerequisite: Successful completion of all previous coursework. Cr 6.

OTH 621 Final Level II Fieldwork
This fieldwork requirement is a minimum 12 week, full time, and supervised experience in an occupational therapy setting or emerging practice area. Students are expected to participate in practical experiences that promote the application of theoretical knowledge and practice skills with clients who are experiencing occupational deficits due to a variety of conditions or disorders. They are expected to increase their caseload throughout the 12 weeks to demonstrate entry-level practitioner skills in that setting. Formal evaluation and direct supervision appropriate to the setting is provided by a licensed occupational therapist. This course requires participation in an online component during the placement. Prerequisite: Successful completion of all previous coursework and a passing grade in OTH 620. Cr 6.

OTH 699 Advanced Topics in Occupational Therapy
Restricted to 2nd year OT students only. A minimum of two elective credits in this Advanced Topics course are required as part of the MOT course curriculum. Co-requisite: Must be taken concurrently with OTH 608. Cr 1.

College of Management and Human Service Overview

Academic Leadership: Dean: Joanne Williams; Director, Muskie School of Public Service: Firooza Pavri; Associate Dean, School of Education and Human Development: Mark Steege; Associate Dean, School of Business: Jane Kuenz; Director, School of Social Work: Jeannette Andonian

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

- Muskie School of Public Service
- School of Business
- School of Education and Human Development
- School of Social Work

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 Special Education
- 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 Montessori Early Childhood Education
- Master of Science in Education (MSEd) in Professional Educator
- Master of Science in Education (MSEd) in Teaching and Learning
- Master of Science in Education (MSEd) in TESOL
- Master of Social Work (MSW)
- Master of Policy, Planning, 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.

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 see 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 for the Accreditation of Educator Preparation (CAEP)
- Council on Rehabilitation Education (CORE)
- Council on Social Work Education (CSWE)

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.

Business Overview

Associate Dean: Jane Kuenz
Coordinator of Career Services and Internships: Melissa Burns
Chair (Accounting and Finance): Donald Ladd
Chair (Business Administration: Business Analytics, Business Management, Marketing, and Sport Management): Matthew Dean
Professors: Manny, Smoluk, Voyer;
Associate Professors: Dean, Heiser, Kerr, Kohli, Parker, Sanders, Suleiman, Williams;
Assistant Professors: Belik, diBartolomeo, Hansen, Mansouri, Newell, Tharp, Takeda, Xu;
Lecturers: Bilodeau, Dunbar, Griffin,Ladd, Palin

Mission Statement

We prepare and inspire current and future leaders, and stimulate economic growth, by providing quality learning opportunities, valuable research, and professional service, all in partnership with the business community.

Programs

Master of Science in Business Administration (MBA) with optional concentrations in:

- accounting
- business analytics
- engineering
- finance
- health management and policy
- sustainable business

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. The master of business administration program allows students to pursue more than one optional concentration. Each concentration consists of three MBA courses. Students are encouraged to apply to the program regardless of their undergraduate academic specialization.

Certificate of Graduate Study:

- business analytics

Accreditation

The School of Business is accredited by 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.

Graduate Enrollment Policies

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 Enrollment Request 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 sumbit a signed Enrollment Request form.

Other USM and University of Maine Graduate Students

Students matriculated in other graduate programs at the University of Southern Maine or the University of 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 submit a signed Enrollment Request form. This privilege does not extend to graduate students conditionally admitted to other programs.

Internship Program

School of Business majors are encouraged to participate in an internship to experience on-the-job learning. Employment in a professional setting provides opportunities to apply 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 obtain internship positions by contacting the School of Business internship coordinator or by contacting employers to develop positions. Students are also welcome to discuss internship availability with faculty members and chairs. An intern must be advised by a faculty sponsor during the internship. Under the supervision of a faculty sponsor, the student must prepare a written learning contract that contains a job description, the student's learning goals, self-directed learning activities, and an evaluation process. Please see the website for the minimum hours required for each internship. Grading is pass/fail, except 397, which is graded. Refer to the course descriptions for ACC 295, 395-396, 695, BUS 295, 391-397, FIN 295, 395-396, RMI 295, 395-396 and MBA 695 for prerequisites and restrictions. Undergraduate majors are limited to a maximum of nine internship credit hours. Undergraduate minors are limited to a maximum of three internship credit hours. For further information, contact 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 that respond to the needs of small businesses throughout Maine. The Center for Entrepreneurship, part of the Innovation, Creativity, and Entrepreneurship program, supports students and faculty in their business development efforts. More information can be found on the Center's website at http://usm.maine.edu/cesb or by contacting Richard Bilodeau, Lead Faculty, Innovation, Creativity and

Entrepreneurship at (207) 780-4302.

Maine Center for Business and Economic Research

Program Director: Ryan Wallace

Originally formed in 1974, the Maine Center for Business and Economic Research (MCBER) is Maine's designated US Economic Development Administration (EDA) University Center whose mission is to assist and promote economic development. The Center serves as a conduit for aligning the expertise and skills of faculty and staff from the School of Business, the Muskie School, and other academic units at USM and within the UMaine System to address the challenges and opportunities facing the public and private sectors in Maine.

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, strategic planning, feasibility studies, 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) 780-5859, www.mainecber.com

Maine Small Business Development Centers

State Director: Mark Delisle

Associate State Director: Carol Papciak

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 27 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.

Accelerated Undergraduate-Graduate Programs in the MBA

The school offers opportunities for undergraduates to complete both a bachelor's and master's degree on an accelerated schedule. Undergraduate majors in Engineering, Technology Management, or any other bachelor's degree program may apply for provisional admission to the MBA program, and fully matriculate in the graduate program following completion of their undergraduate requirements.

Accelerated Graduate Degree Programs

The School of Business and UM School of Law offer an accelerated dual degree in MBA and JD. Students apply separately to each program. The Law Program is 90 credits, and the MBA Program is 36 credits of required core (27 credits) and elective courses (9 credits). Taken separately, the two programs require 126 credits. The Law Program will accept 9 credits for courses taken in the MBA Program and the MBA Program will accept 9 credits taken in the Law Program. This would result in a program of 108 credits (81 Law and 27 MBA). It should be possible to complete the 108-credit program in four years with summer study. Students are encouraged to speak to the chair of MBA or Associate Dean of UM School of Law for more information.

The School of Business and Muskie School of Public Service offer an accelerated dual degree in MBA and Public Health (MPH). 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.

Program Requirements

The master of business administration program at the University of Southern Maine is composed of twenty-seven 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.

Foundation Courses (0-15 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six 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.

EDU 671 Organizational Behavior
MBA 501 Economics Analysis
MBA 502 Accounting Concepts
MBA 504 Probability and Statistics for Business Decision Making
MBA 505 Financial Management

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 (27 credits)

Alpha Course: MBA 611 Introduction to Organizational Change
Accounting (Select one)
- ACC 630 Management Accounting Systems
- MBA 631 Financial Accounting

Ethical and Legal Issues: MBA 615 Ethical and Legal Issues in Business
Finance (Select one)
- MBA 623 Financial Engineering
- MBA 625 International Finance (may not double count in International)
- MBA 626 Strategic Valuation
- MBA 627 Investment Management
- MBA 628 Financial Markets and Institutions
- MBA 629 Financial Modeling

Information Systems: MBA 674 Strategic Management of Technology and Innovation
International (Select one)
- MBA 612 Topics in International Business
- MBA 625 International Finance

Marketing: MBA 660 Managerial Marketing
Operations: MBA 672 Supply Chain Management
Capstone: MBA 698 Practicum

Electives (nine credits; select three courses)

Courses used to fulfill core requirements above may not be used to fulfill elective choices. Students may elect a concentration in one (or more) of six areas: accounting, business analytics, engineering, finance, health management and policy, or sustainability. Please refer to specific concentrations for the course requirements of each. Students preferring not to concentrate may select elective courses from the following list:

ACC 630 Management Accounting Systems
ACC 631 Current Issues in Accounting
ACC 633 Taxation for Business and Investment Planning
ACC 634 Advanced Business Taxation
ACC 635 Advanced Individual Taxation
ACC 641 Advanced Financial Accounting Topics
MBA 612 Topics in International Business
MBA 623 Financial Engineering
MBA 625 International Finance
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 628 Financial Markets and Institutions
MBA 629 Financial Modeling
MBA 631 Financial Accounting
MBA 641 New Product Development
MBA 642 Leadership
MBA 643 Creative Problem Solving
MBA 646 Negotiation and Conflict Management
MBA 647 Organizational Strategy
MBA 648 Launching Sustainable Ventures
MBA 649 Introduction to System Dynamics
MBA 657 Socially Responsible Business and Marketing
MBA 665 Consumer Behavior
MBA 669 Advanced Marketing Research
MBA 670 Management Science
MBA 675 Production Operations Management
MBA 676 Data Management and Analytics
MBA 677 Information Visualization
MBA 678 Predictive Analytics
*MBA 691 Independent Study
*MBA 695 Internship

*Students may select either MBA 691 or 695, but not both.

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.

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.

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.

Admission Information

Applicant Qualifications

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.

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.

Application Procedures and Required Materials

Application Deadline:

Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission), December 1 (for spring admission), and April 1 (for summer admission). 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.

Applicants are required to provide the following materials:

- Application: Online Application
  - In the required essay (300-500 words), please state your reasons for pursuing graduate business education, your professional goals, and how you think this program of study will contribute to these goals. Make sure to touch on the following points, as applicable: performance in outside activities, evidence of creativity and leadership, and record of accomplishment.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
  - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A résumé that includes post-baccalaureate, full-time work experience including military experience.
- Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience wiht your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores. Official scores from the Graduate Management Admission Test (GMAT). GRE may be submitted in lieu of 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.)
- 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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

The master of business administration program at the University of Southern Maine is composed of twenty-seven credit hours of core courses and nine credit hours of elective or concentration courses. In addition, up to fifteen credit hours of foundation courses and fifteen credit hours of accounting foundation courses may be required depending on the student's previous academic background.

Foundation Courses (0-30 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six 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.

EDU 671 Organizational Behavior
MBA 501 Economics Analysis
MBA 502 Accounting Concepts
MBA 504 Probability and Statistics for Business Decision Making
MBA 505 Financial Management

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

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 (27 credits)

Alpha Course: MBA 611 Introduction to Organizational Change
Accounting (Select one)
- ACC 630 Management Accounting Systems
- MBA 631 Financial Accounting

Ethical and Legal Issues: MBA 615 Ethical and Legal Issues in Business
Finance (Select one)

MBA 623 Financial Engineering
MBA 625 International Finance (may not double count in International)
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 628 Financial Markets and Institutions
MBA 629 Financial Modeling
Information Systems: MBA 674 Strategic Management of Technology and Innovation
International (Select one)
MBA 612 Topics in International Business
MBA 625 International Finance
Marketing: MBA 660 Managerial Marketing
Operations: MBA 672 Supply Chain Management
Capstone: MBA 698 Practicum

Electives (nine credits; select three courses)

ACC 630 Management Accounting (if not used in MBA core)
ACC 631 Current Issues in Accounting
ACC 633 Taxation for Business and Investment Planning
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
MBA 631 Financial Accounting (if not used in MBA core)

Admission Information

Applicant Qualifications

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.

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.

Application Procedures and Required Materials

Application Deadline:

Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission), December 1 (for spring admission), and April 1 (for summer admission). 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.

Applicants are required to provide the following materials:

- Application: Online Application
    - In the required essay (300-500 words), please state your reasons for pursuing graduate business education, your professional goals, and how you think this program of study will contribute to these goals. Make sure to touch on the following points, as applicable: performance in outside activities, evidence of creativity and leadership, and record of accomplishment.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A résumé that includes post-baccalaureate, full-time work experience including military experience.
- Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience wiht your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores. Official scores from the Graduate Management Admission Test (GMAT). GRE may be submitted in lieu of 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.)
- 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MBA in Business Administration, Business Analytics Concentration

Description

The MBA concentration in Business Analytics leverages data to create more efficient business processes and more accurate performance reporting - helping businesses compete globally. Students with a penchant for business analysis, statistics, modeling, or information systems are encourage to consider a concentration in business analytics.

Program Requirements

The master of business administration program at the University of Southern Maine is composed of twenty-seven 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.

Foundation Courses (0-15 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six 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.

EDU 671 Organizational Behavior
MBA 501 Economics Analysis
MBA 502 Accounting Concepts
MBA 504 Probability and Statistics for Business Decision Making
MBA 505 Financial Management

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 (27 credits)

Alpha Course: MBA 611 Introduction to Organizational Change
Accounting (Select one)
- ACC 630 Management Accounting Systems
- MBA 631 Financial Accounting

Ethical and Legal Issues: MBA 615 Ethical and Legal Issues in Business
Finance (Select one)
- MBA 623 Financial Engineering
- MBA 625 International Finance (may not double count in International)
- MBA 626 Strategic Valuation
- MBA 627 Investment Management
- MBA 628 Financial Markets and Institutions
- MBA 629 Financial Modeling

Information Systems: MBA 674 Strategic Management of Technology and Innovation
International (Select one)
- MBA 612 Topics in International Business
- MBA 625 International Finance

Marketing: MBA 660 Managerial Marketing
Operations: MBA 672 Supply Chain Management
Capstone: MBA 698 Practicum

Electives (nine credits)

MBA 676 Data Management and Analytics
MBA 677 Information Visualization
MBA 678 Predictive Analytics

Admission Information

Applicant Qualifications

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.

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.

Application Procedures and Required Materials

Application Deadline:

Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission), December 1 (for spring admission), and April 1 (for summer admission). 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.

Applicants are required to provide the following materials:

- Application: Online Application
  - In the required essay (300-500 words), please state your reasons for pursuing graduate business education, your professional goals, and how you think this program of study will contribute to these goals. Make sure to touch on the following points, as applicable: performance in outside activities, evidence of creativity and leadership, and record of accomplishment.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
  - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A résumé that includes post-baccalaureate, full-time work experience including military experience.
- Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience wiht your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores. Official scores from the Graduate Management Admission Test (GMAT). GRE may be submitted in lieu of 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.)
- 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with

TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MBA in Business Administration - Engineering Concentration

Description

An MBA is a useful degree for an engineer who aspires to advance his/her career within a corporation, or who wants to open a consulting business or a startup company. Learning how to solve different business problems and understanding marketing and management related issues are some key skills an MBA degree can teach you. Having already obtained a technical degree, an MBA supplements your education in the wider areas of management that usually include subjects such as finance, marketing, organizational behavior, and management strategy.

The Engineering Concentration leverages graduate-level coursework in engineering to fulfill the elective portion of the MBA requirements, and requires engineering design work with a business focus as a part of the capstone. The concentration was tailored to be pursued by current engineering students as part of an accelerated 4+1 program, but is also available to anyone who has already earned a bachelor's degree in engineering or in a related field of study.

Program Requirements

The master of business administration program at the University of Southern Maine is composed of twenty-seven 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.

Foundation Courses (0-15 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six 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.

EDU 671 Organizational Behavior
MBA 501 Economics Analysis
MBA 502 Accounting Concepts
MBA 504 Probability and Statistics for Business Decision Making
MBA 505 Financial Management

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 (27 credits)

Alpha Course: MBA 611 Introduction to Organizational Change
Accounting (Select one)
- ACC 630 Management Accounting Systems
- MBA 631 Financial Accounting

Ethical and Legal Issues: MBA 615 Ethical and Legal Issues in Business
Finance (Select one)
- MBA 623 Financial Engineering
- MBA 625 International Finance (may not double count in International)
- MBA 626 Strategic Valuation
- MBA 627 Investment Management
- MBA 628 Financial Markets and Institutions
- MBA 629 Financial Modeling

Information Systems: MBA 674 Strategic Management of Technology and Innovation
International (Select one)
- MBA 612 Topics in International Business
- MBA 625 International Finance

Marketing: MBA 660 Managerial Marketing
Operations: MBA 672 Supply Chain Management
Capstone: EGN 602 Graduate Design Project to fulfill the MBA 698 (Practicum) requirement in the last semester of the MBA program.

Electives (nine credits; select three courses)

Select three courses from below or from other approved courses. Please see course descriptions in the Engineering section of the catalog.

EGN 517 Introduction to Robotics
EGN 546 Micro Electromechanical Systems
EGN 598 Graduate Topics in Engineering
ELE 527 Energy and Power Systems
ELE 544 Analog Integrated Circuits and Design
ELE 564 Microelectronic Fabrication
ELE 587 Digital Image Processing
MEE 552 Analysis and Design of Composite Structures
MEE 561 Physical Metallurgy
MEE 575 Engineering Acoustics

Admission Information

Applicant Qualifications

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.

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.

Application Procedures and Required Materials

Application Deadline:

Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission), December 1 (for spring admission), and April 1 (for summer admission). 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.

Applicants are required to provide the following materials:

- Application: Online Application
  - In the required essay (300-500 words), please state your reasons for pursuing graduate business education, your professional goals, and how you think this program of study will contribute to these goals. Make sure to touch on the following points, as applicable: performance in outside activities, evidence of creativity and leadership, and record of accomplishment.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
  - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A résumé that includes post-baccalaureate, full-time work experience including military experience.
- Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience wiht your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores. Official scores from the Graduate Management Admission Test (GMAT). GRE may be submitted in lieu of 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.)
- 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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

The master of business administration program at the University of Southern Maine is composed of twenty-seven 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.

Foundation Courses (0-15 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six 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.

EDU 671 Organizational Behavior
MBA 501 Economics Analysis
MBA 502 Accounting Concepts
MBA 504 Probability and Statistics for Business Decision Making
MBA 505 Financial Management

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 (27 credits)

Alpha Course: MBA 611 Introduction to Organizational Change
Accounting (Select one)
- ACC 630 Management Accounting Systems
- MBA 631 Financial Accounting

Ethical and Legal Issues: MBA 615 Ethical and Legal Issues in Business

Finance (Select one)
MBA 623 Financial Engineering
MBA 625 International Finance (may not double count in International)
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 628 Financial Markets and Institutions
MBA 629 Financial Modeling
Information Systems: MBA 674 Strategic Management of Technology and Innovation
International (Select one)
MBA 612 Topics in International Business
MBA 625 International Finance
Marketing: MBA 660 Managerial Marketing
Operations: MBA 672 Supply Chain Management
Capstone: MBA 698 Practicum

Electives (nine credits; select three courses)

All MBA students are required to take at least one 600-level MBA finance course above. Students earning the concentration in finance take three additional 600-level MBA finance courses.
MBA 623 Financial Engineering
MBA 625 International Finance
MBA 626 Strategic Valuation
MBA 627 Investment Management
MBA 628 Financial Markets and Institutions
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

Applicant Qualifications

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:

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- A résumé that includes post-baccalaureate, full-time work experience including military experience.
- Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience wiht your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores. Official scores from the Graduate Management Admission Test (GMAT). GRE may be submitted in lieu of 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.)
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International Applicants

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Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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

The master of business administration program at the University of Southern Maine is composed of twenty-seven 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.

Foundation Courses (0-15 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six 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.

- EDU 671 Organizational Behavior
- MBA 501 Economics Analysis
- MBA 502 Accounting Concepts
- MBA 504 Probability and Statistics for Business Decision Making
- MBA 505 Financial Management

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 (27 credits)

- Alpha Course: MBA 611 Introduction to Organizational Change
- Accounting (Select one)
  - ACC 630 Management Accounting Systems
  - MBA 631 Financial Accounting
- Ethical and Legal Issues: MBA 615 Ethical and Legal Issues in Business
- Finance (Select one)
  - MBA 623 Financial Engineering
  - MBA 625 International Finance (may not double count in International)
  - MBA 626 Strategic Valuation
  - MBA 627 Investment Management
  - MBA 628 Financial Markets and Institutions
  - MBA 629 Financial Modeling
- Information Systems: MBA 674 Strategic Management of Technology and Innovation
- International (Select one)
  - MBA 612 Topics in International Business
  - MBA 625 International Finance
- Marketing: MBA 660 Managerial Marketing
- Operations: MBA 672 Supply Chain Management
- Capstone: MBA 698 Practicum

Electives (nine credits)

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

Applicant Qualifications

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.

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Conditional Admission

Applicants whose formula score is between 950 and 1,100 but who show evidence of very good:

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  - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A résumé that includes post-baccalaureate, full-time work experience including military experience.
- Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience wiht your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores. Official scores from the Graduate Management Admission Test (GMAT). GRE may be submitted in lieu of 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.)
- 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

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Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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

The master of business administration program at the University of Southern Maine is composed of twenty-seven 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.

Foundation Courses (0-15 credits)

M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-six 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.

EDU 671 Organizational Behavior
MBA 501 Economics Analysis
MBA 502 Accounting Concepts
MBA 504 Probability and Statistics for Business Decision Making
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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.

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Ethical and Legal Issues: MBA 615 Ethical and Legal Issues in Business
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- MBA 623 Financial Engineering
- MBA 625 International Finance (may not double count in International)
- MBA 626 Strategic Valuation
- MBA 627 Investment Management
- MBA 628 Financial Markets and Institutions
- MBA 629 Financial Modeling

Information Systems: MBA 674 Strategic Management of Technology and Innovation
International (Select one)
- MBA 612 Topics in International Business
- MBA 625 International Finance

Marketing: MBA 660 Managerial Marketing
Operations: MBA 672 Supply Chain Management
Capstone: MBA 698 Practicum

Electives (nine credits; select three courses)

PPM 612 - Sustainable Communities (USM Muskie)
PPM 665 - Transportation Planning and Policy (USM Muskie)
MBA 648 - Launching Sustainable Ventures
MBA 657 - Socially Responsible Business and Marketing
MBA 659/LAW 637 - Environmental Law (UMaine Law: requires special permission)
BUA 527 - Business & Sustainability (UMO: requires special permission)

Admission Information

Applicant Qualifications

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.

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.

Application Procedures and Required Materials

Application Deadline:

Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission), December 1 (for spring admission), and April 1 (for summer admission). 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.

Applicants are required to provide the following materials:

- Application: Online Application
    - In the required essay (300-500 words), please state your reasons for pursuing graduate business education, your professional goals, and how you think this program of study will contribute to these goals. Make sure to touch on the following points, as applicable: performance in outside activities, evidence of creativity and leadership, and record of accomplishment.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A résumé that includes post-baccalaureate, full-time work experience including military experience.
- Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience wiht your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores. Official scores from the Graduate Management Admission Test (GMAT). GRE may be submitted in lieu of 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.)
- 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.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Graduate Study in Business Analytics

Description

The Certificate of Graduate Study in Business Analytics prepares students to leverage data to create more efficient business processes and more accurate performance reporting – students learn how to handle and analyse big data to help their companies better compete in the global marketplace. If you have a penchant for business analysis, statistics, modeling or information systems you may wish to consider this certificate.

Students complete fifteen credits of study including twelve credits of required coursework and three credits of elective coursework, selected from a list of approved courses.

Students may pursue a graduate certificate without matriculation in the MBA program. Student who later apply and are admitted to the MBA, may count some or all certificate courses toward the MBA (if the final grade is B (3.0) or higher).

Program Requirements

Required Courses (12 credits)

*MBA 504 Probability and Statistics for Business Decision Making
MBA 676 Data Management & Business Analytics
MBA 677 Information Visualization
MBA 678 Predictive Analytics

Elective Courses (3 credits – choose one)
MBA 669 Advanced Marketing Research
MBA 670 Management Science
MBA 672 Supply Chain Management
MBA 675 Production Operations Management
MPH 677 Regression Models in Health Sciences

*Students who have successfully completed a statistics course that covers through multiple regression may waive MBA 504; in which case, the certificate may be completed with the remaining 12 credit hours.

Recommended Course Sequence

MBA 504 Probability and Statistics for Business Decision Making (or equivalent statistics course through mupltiple regression) is a prerequisite to MBA 676 Data Management & Business Analytics.

MBA 676 Data Management & Business Analytics is a prerequisite for MBA 677 Information Visualization and MBA 678 Predictive Analytics.

Admission Information

Applicant Qualifications

- Bachelor's degree
- Cumulative GPA of 3.0 or higher

Application Procedures and Required Materials

Application Deadline: Rolling admissions

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.

- Essay: In a brief essay (300-500 words), please state your reasons for pursuing Certificate of Graduate Study in Business Analytics, your professional goals, and how you think this program of study will contribute to these goals.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Business Course Descriptions

- Undergraduate
- Graduate

Undergraduate

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 college readiness requirements in writing and mathematics. 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 295 Internship in Accounting
An internship course in accounting. Prerequisites: sophomore standing, School of Business major, 2.5 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to accounting majors who have not completed degree requirements. Majors are limited to a maximum of nine internship credits toward the degree; this course counts for general elective credit only. Variable credit, 1-3 credits, 47 internship hours/credit hour. Repeatable up to a total of 3 credits. Pass/Fail.

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), and junior standing. Non School of Business students please see enrollment policy for eligibility. 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, FIN 320 (C or higher), and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Majors are limited to a maximum of nine internship credits toward the degree and minors are limited to a maximum of three internship credits. 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. Enrollment is normally limited to accounting majors who have not completed degree requirements. Majors are limited to a maximum of nine internship credits toward the degree. 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. The theory of Cost Accounting is applied through homework assignments and class discussions. Prerequisites: ACC 211 (C- or higher) and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. Limited offerings. 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. Non School of Business students please see enrollment policy for eligibility. 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.

BAN 300 Foundations of Data Management
Data Management is the art of acquiring data and preparing it for analysis. This course serves as the entry course for the Business Analytics major at USM and will provide students with hands-on experience extracting, tidying, analyzing data, and communicating results through reports and visualizations. Data management is a core skill for all business analysts that is highly valued by industry. Prerequisite: MAT 210 or other approved statistics course - see http://usm.maine.edu/sb/stats for approved courses (C- or higher grade). Non School of Business students please see enrollment policy for eligibility.Cr. 3.

BAN 340 Data Mining for Business Analysts
Data mining is the process of discovering patterns in data to obtain actionable insights. This course will use real-world data and popular analytic techniques, including clustering and decision trees, to solve business problems and support managerial decisions. Prerequisite:BAN 300. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BAN 350 Text and Social Media Analytics
Mining structured and unstructured data is critical for better decision making by deriving insights from a variety of data repositories. This course introduces how text analytics techniques can be used to improve decision making in different business applications by implementing the fundamental principles and techniques of natural language processing and text mining, mostly from social media data. It uses real-world examples and cases to place text-mining techniques in context. Prerequisite: BAN 300. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BAN 360 Predictive Business Analytics
Predictive business analytics is the scientific process of predicting future probabilities and trends. It also strives to find relationships in data that may not be readily apparent with descriptive analysis. This course introduces students to supervised learning methods (classification and regression), unsupervised learning (clustering), and time series forecasting in a practical and hands-on fashion. Prerequisite: BAN 300. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BAN 400 Business Analytics Practicum
Students will learn team-based analytics and participate in a local business analytics challenge or a Kaggle or DataDriven analytics competition. Prerequisites: BAN 300. Students are strongly encourage to complete BAN 340, 350 and 360. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BAN 395 Internship in Business Analytics
See BUS 395 description for requirements. Cr 3.

BUS 188 Introductory ICE Topics
This course explores topics in Innovation, Creativity, or Entrepreneurship. Primarily intended for non-majors. Prerequisites vary. Cr 1-3.

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

BUS 200 Introduction to Business
This course is designed to introduce the student to the contemporary business environment and the variety of typical activities engaged in by business professionals. It explores how different business functions are integrated to accomplish the goals of the business within an increasingly competitive business environment. It is designed for anyone interested in becoming knowledgeable about successful business practices. Students with credit for BUS 101 or other introductory business course may not enroll. This course is intended for non-majors, and is restricted to students with fewer than 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: BUS 195 (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 284 Enactus Project
Participation in (but not leadership of) Enactus social entrepreneurship project. May be repeated for up to 3 credit hours. Cr 1.

BUS 295 Internship in Business Administration
An internship course in business administration. Prerequisites: sophomore standing, School of Business major, 2.33 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to majors who have not completed degree requirements. Majors are limited to a maximum of nine internship credits toward the degree; this course counts for general elective credit only. Variable credit, 1-3 credits, 47 internship hours/credit hour. Repeatable up to a total of 3 credits. Pass/Fail.

BUS 301 Business Analytics
Analytics is the scientific process of transforming data into insights for making better decisions. This course introduces students to all three areas of business analytics: descriptive, predictive, and prescriptive. Emphasis is placed upon developing students' abilities to recognize the need for analytics, formulating business problems, selecting and testing analytics models, and interpreting the implications of results. Prerequisites: BUS 195 (C or higher grade, or test-out option), MAT 108 (C- or higher grade), and MAT 210 (C- or higher grade) or another approved statistics course (see http://usm.maine.edu/school-of-business/stats for approved courses). Non School of Business students please see enrollment policy for eligibility. 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). Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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: junior standing. Non School of Business students please see enrollment policy for eligibility. 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: junior standing. Non School of Business students please see enrollment policy for eligibility. Limited offerings. Cr. 3.

BUS 315 Financial Aspects of Sport
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: (ACC 211 (C- or higher) **or** FIN 320, (C or higher)) and junior standing; (concurrent enrollment in FIN 320 is recommended). Non School of Business students please see enrollment policy for eligibility. 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: junior standing. Non School of Business students please see enrollment policy for eligibility. 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 and junior standing. Non School of Business students please see enrollment policy for eligibility. 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: junior standing. Non School of Business students please see enrollment policy for eligibility. Limited offerings. Cr 3.

BUS 319 Sport Tourism
This course introduces students to the nature, structure, and complexity of the sport tourism industry. Topics covered include: economic, sociocultural and environmental impacts, motivations, marketing, and development principles. Prerequisite: junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. Cr. 1-4.

BUS 322 Sport Consumer Behavior
This course will examine the personal, psychological, and environmental factors which influence sport events and related products consumption. We will consider determinants of both participate and spectator consumption behaviors at recreational, collegiate, and professional level of sport. The course will utilize both a theoretical and applied approach to explain and demonstrate sport consumer behavior and its application to sport managers and marketers in developing marketing communications, enhancing the consumption experience, and identifying key elements of the consumer decision-making process. Prerequisites: BUS 260 (C- or higher), and junior standing. Students may earn credit for BUS 322 or BUS 365, but not both. Non School of Business students please see enrollment policy for eligibility. Cr 3.

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. Non School of Business students please see enrollment policy for eligibility. Limited offerings. 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. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BUS 341 New Product Development
This course reviews the fundamentals of product development and commercialization, offering students from two different disciplines the chance to explore what it takes to bring a new product to market. Students will gain real world insights into the process of developing and screening an idea, testing a product concept, creating a product prototype, performing business analysis, exploring test marketing, writing a marketing plan, and bringing a product to market through the commercialization process. Prerequisites: BUS 260 (C- or higher) and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BUS 346 Strategic Human Resource Management
Students gain a contemporary and comprehensive strategic HR perspective and learn how to make a significant contribution by managing any organization's human resources in line with strategic goals and objectives. Students will learn to develop solutions for sourcing talent, selecting for high performance, managing performance, selective retention, and leveraging diversity. Key functions are examined. Prerequisite: BUS 340 (C or higher) and junior standing. Non School of Business students please see enrollment policy for eligibility. 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), and BUS 280 (C- or higher). Non School of Business students please see enrollment policy for eligibility. Limited offerings. Cr 3.

BUS 348 Sustainable Business Practicum
Working on self-directed projects, students carry out a sustainable business auditing project to meet the goals of a partner in the business community. Students will interview small businesses to gather information and data about their business sustainability practices. Students will learn how the general principles of sustainability can be applied in specific business situations. Students will create a best practices case study and Sustainability Action Plan for one business. 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. Prerequisites: BUS 347 and junior standing. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BUS 356 Digital Marketing
Students will develop skills required to meet the challenges of a 21st century promotional marketplace. Digital marketing will address topics such as search-engine optimization, content strategy, campaign development, and display advertising. Working within an online simulation, students learn promotional best practices by writing targeted advertisements, creating business landing pages and management of online media investments. Prerequisites: BUS 260 (C- or higher) and junior standing. Non School of Business students please see enrollment policy for eligibility. Limited offerings. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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 to create a sustainable competitive advantage in the marketplace. Prerequisites: BUS 260 (C- or higher) and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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 or BUS 322 may not enroll. Non School of Business students please see enrollment policy for eligibility. 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), and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. Limited offerings. 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 another approved statistics course (see http://usm.maine.edu/school-of-business/stats for approved courses) (or concurrent), BUS 260 (C- or higher), and junior standing. Spring only. Non School of Business students please see enrollment policy for eligibility. 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: BUS 195 (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. Non School of Business students please see enrollment policy for eligibility. Limited Offerings. 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: BUS 195 (C or higher) or test-out option, BUS 370 (C or higher) or BUS 301 (C or higher), and junior standing. Non School of Business students please see enrollment policy for eligibility. 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: junior standing and successful completion of the University's Core requirement in quantitative reasoning. Non School of Business students please see enrollment policy for eligibility. Limited offerings. 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. Non School of Business students please see enrollment policy for eligibility. 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) and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. Spring only. Cr 3.

BUS 383 Social Entrepreneurship
Focuses on the theory and practice of social enterprise using readings and case studies, and identifying and implementing social entrepreneurship Enactus projects. The projects aim to increase awareness and understanding of business and economic issues. The course will help students understand how social enterprises benefit from free market principles. Prerequisite: Junior standing (BUS majors and minors). Non School of Business students please see enrollment policy for eligibility. Cr 3.

BUS 384 Enactus Project Leadership
Project leadership of Enactus social entrepreneurship project. Prerequisite: Sophomore standing. May be repeated for up to six credit hours. 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: Junior standing; ACC 110 (C- or higher), and BUS 260 (C- or higher), or permission. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BUS 386 Creative Strategies for Entrepreneurs
This course explores strategies for innovation and creative problem solving as well as a framework for entrepreneurial planning. Through experiential activities, readings, and discussions, students learn creative techniques employed by creative makers and thinkers from artists to scientists and entrepreneurs. Students apply what they have learned to generate and assess an entrepreneurial idea. Prerequisites: Junior standing, BUS 260 (recommended). Students with credit for EYE 199 (same topic) will not earn credit. Non School of Business students please see enrollment policy for eligibility. Cr 3.

BUS 388 Launching a Global Social Enterprise
This course provides an inside view and application opportunity on a global scale in the rapidly developing entrepreneurship field of social enterprise. Opportunities, challenges, necessary resources, risks, value propositions and strategies of launching a global social enterprise with an emphasis on scalable ventures will be addressed through guest speakers, research, lecture, and student presentations. Students will develop a detailed business model and pitch deck for a mission driven social enterprise. Prerequisite: Junior standing (BUS majors and minors or instructor permission) Non School of Business students please see enrollment policy for eligibility. Cr 3.

BUS 389 Self-directed Innovation Project
This course provides prior learning credit for work completed in USM's Ci2 Studio (Creative Intelligence, Innovation Collaboration). Full tuition

is a condition of Ci2 participation. Non School of Business students please see enrollment policy for eligibility. Cr 1-6.

BUS 390 Internship in Innovation, Creativity and Entrepreneurship
See BUS 395 description for requirements. 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 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 nine 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 nine internship credits toward the degree; this course counts for general elective credit only. Cr 3.

BUS 397 Internship in Sport Management/Advance Field Experience
The internship requirement is considered 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, and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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) (or permission), FIN 320 (C or higher) or BUS 185, and senior standing. Non School of Business students please see enrollment policy for eligibility. 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 295 Internship in Finance
An internship course in finance. Prerequisites: sophomore standing, School of Business major, 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 nine internship credits toward the degree; this course counts for general elective credit only. Variable credit, 1-3 credits, 47 internship hours/credit hour. Repeatable up to a total of 3 credits. Pass/Fail.

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 another approved statistics course (see http://usm.maine.edu/school-of-business/stats for approved courses), and junior standing. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. Cr 3.

FIN 323 Financial Engineering
This course explores the markets and valuations methods 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. 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. Non School of Business students please see enrollment policy for eligibility. Spring only. Cr 3.

FIN 328 Financial Markets and Institutions
This course covers financial markets and institutions, with particular emphasis on bank management issues. An overview of the money, bond, stock, commodity, and currency markets and how the Federal Reserve, through the banking system, influences these markets is presented. The determination and management of interest rates and their impact on financial markets and financial asset prices are covered. The underlying systemic causes of financial crises, as well as their impact on financial markets and institutions, is covered. The international financial system is covered with particular emphasis on the role that foreign central banks play in influencing the world's financial markets. Students with credit for FIN 399 Financial Institutions and Markets or ECO 310 Money and Banking, may not enroll. Prerequisites: FIN 320 (C or higher) and junior standing. Non School of Business students please see enrollment policy for eligibility. Limited offerings. 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. Non School of Business students please see enrollment policy for eligibility. Limited offerings. 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. Non School of Business students please see enrollment policy for eligibility. Cr 1-3.

FIN 499 Special Topics in Finance
Prerequisites vary by topic. Non School of Business students please see enrollment policy for eligibility. Cr 1-3.

RMI 295 Internship in Risk Management and Insurance
An internship course in risk management and insurance. Prerequisites: sophomore standing, School of Business major, 2.33 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to business management majors in the risk management and insurance track who have not completed degree requirements. Majors are limited to a maximum of nine internship credits toward the degree; this course counts for general elective credit only. Variable credit, 1-3 credits, 47 internship hours/credit hour. Repeatable up to a total of 3 credits. Pass/Fail.

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. Non School of Business students please see enrollment policy for eligibility. 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: Junior standing and successful completion of the University's Core requirement in Quantitative Reasoning (C- or higher). Students are encouraged to take RMI 320 before or concurrent with RMI 330. Non School of Business students please see enrollment policy for eligibility. 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: Junior standing and successful completion of the University's Core requirement in Quantitative Reasoning (C- or higher). Students are encouraged to take RMI 320 before or concurrent with RMI 350. Non School of Business students please see enrollment policy for eligibility. 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.

Graduate (Back to top)

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 Taxation for Business and Investment Planning
This course provides an examination of the implications of federal income tax laws and policies for business management decisions. Coverage will include an overview of federal rules and recognition of tax planning opportunities and considerations in common business and investment transactions. Current federal and state of Maine tax policy issues will be researched, discussed and debated. 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.

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 Accounting Concepts

The financial accounting component of this course will focus on the meaning and value of the balance sheet, income statement, and statement of cash flows, and the roles of auditor, internal controls and ethics. The managerial accounting component will focus on cost behavior and the related topics of cost-volume-profit analysis, relevant costs, cost allocation, budgeting and performance measurement. 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 Financial Engineering
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 628 Financial Markets and Institutions
This course covers financial markets and institutions, with particular emphasis on bank management issues. An overview of the money, bond, stock, commodity, and currency markets and how the Federal Reserve, through the banking system, influences these markets is presented. The determination and management of interest rates and their impact on financial markets and financial asset prices are covered. The underlying systemic causes of financial crises, as well as their impact on financial markets and institutions, is covered. The international financial system is covered with particular emphasis on the role that foreign central banks play in influencing the world's financial markets. Students with undergraduate credit for FIN 399 Financial Institutions and Markets, FIN 328 Financial Markets and Institutions, or ECO 310 Money and Banking, may not enroll. Prerequisites: MBA 505. Limited offerings. 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 631 Financial Accounting
The objective of this course is to provide an understanding of financial accounting fundamentals for prospective users of corporate financial information. The course initially demonstrates the accounting process and the resulting generation of financial statements. The focus then turns to the analysis and use of financial accounting information in the evaluation of corporate performance. Emphases are placed on comparative accounting standards, managerial incentives, differences between income and cash flow, and basic financial statement analysis. Prerequisites: MBA 502. Cr 3.

MBA 641 New Product Development
This course reviews the fundamentals of product development and commercialization, offering students from two different disciplines the chance to explore what it takes to bring a new product to market. Students gain real world insights into the process of developing and screening an idea, testing a product concept, creating a product prototype, performing business analysis, exploring test marketing, writing a marketing plan, and bringing a product to market through the commercialization process. Prerequisite: MBA 660. 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 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 648 Launching Sustainable Ventures
This course introduces students to process of creating and launching a venture that follows the principles of the triple bottom line, and frameworks that are key to making effective and responsible social, environmental, and financial decisions. Visionary entrepreneurs, eyeing the end of the fossil-fuel era and other global sustainable trends, recognize the need to re-think business creation, practice and strategy. Students will examine the triple bottom line and understand how managing it can directly impact business success and profitability. The course will also review the opportunity social, multicultural, global thinking and marketing creates for startup ventures. Prerequisites: An introductory course in marketing (BUS 260 or MBA 660). Students will benefit if they have prior knowledge of finamcial accounting (ACC 110 or 502). Cr 3.

MBA 649 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 Socially Responsible Business Marketing
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. 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 Advanced Marketing Research
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. Limited Offerings. 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 504. Cr 3.

MBA 674 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 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 504. Cr 3.

MBA 676 Data Management and Analytics
Business analysts typically spend 80% of their time on data management and only 20% of their time on analytics. This course provides a comprehensive introduction to data management using R language, an environment for statistical computing and visualization. Knowledge of basic statistics through linear regression is helpful, but not necessary. The course assumes students have had no previous exposure to computer programming. 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 676. Cr 3.

MBA 678 Predictive Analytics
Predictive analytics is the scientific process of predicting future probabilities and trends. It also strives to find relationships in data that may not be readily apparent with descriptive analysis. This course introduces students to quantitative forecasting of time series in a practical and hands-on fashion. Prerequisite: MBA 676. 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: Mark Steege; Director of Educator Preparation: Susan Inman; Director of Academic Administration: Kimberly Warren; Director of Center for Education Policy, Applied Research, and Evaluation: Catherine Fallona; Department of Counseling and Adult and Higher Education Chair: Adele Baruch; Department of Educational Leadership Chair: Anita Stewart-McCafferty; Department of Educational and School Psychology Chair: Jamie Pratt; Department of literacy, Language and Culture Chair: Andrea Stairs; Department of Teaching and Learning Chair: Flynn Ross

- Administrative Office, 8 Bailey Hall, Gorham, ME 04038
- USM Admissions, Abromson Center, Portland, ME
- 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
- Southern Maine Partnership, 8 Bailey Hall, Gorham, ME 04038

Faculty by Program:

Adult and Higher Education: Professor: Brady; Assistant Professor: McRobbie
Counseling: Associate Professors: Baruch, Bernacchio, Katsekas; Assistant Professor: Yasui;
Educational Leadership: Professor: Beaudry, Capelluti; Assistant Professor: Stewart-McCafferty
Educational Psychology and School Psychology: Professor: Steege; Assistant Professors: Pratt, Wickerd
Literacy, Language and Culture: Professor: Fallona; Associate Professor: Stairs; Assistant Professor: Lapidus; Lecturer: Enrico
Special Education: Professor: Kimball; Lecturer: Red
Teacher Education: Professor: Whitney; Associate Professors: Kuech, Ross; Assistant Professor: Schmitt;Lecturer: Needleman

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 seven programs: Adult and Higher Education, Counselor Education, Educational Leadership, Educational Psychology and School Psychology, Literacy Education and TESOL, Special Education, and Teacher Education. Through these programs, 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 Council for Accreditation of Educator Preparation (CAEP), the Council for Accreditation of Counseling and Related Education Programs (CACREP), and the Council on Rehabilitation Education (CORE

Tk20 Online Data Management System for Educator Preparation Programs and Pathways

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at http://usm.maine.edu/educator-preparation.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Graduate Programs:

The School of Education and Human Development offers degrees and certificate programs in the following areas (programs are arranged alphabetically by master's programs, doctoral programs, post-master's certificate of advanced study, and certificates of graduate study):

Adult Education

- Master of Science in Adult and Higher Education
- Post-Master's Certificate of Advanced Study in Adult Learning

Counseling

- Master of Science in Counseling with concentrations in:
    - Clinical Mental Health
        - Family Systems
        - Substance Abuse Counseling Expertise Area
    - Rehabilitation
        - Clinical Rehabilitation Specialization
    - School
- Post-Master's Certificate of Advanced Study in Counseling
- Mental Health Rehabilitation Technician/Community Certificate

Educational Leadership

- Master of Science in Education in Educational Leadership
- Master of Science in Education: Professional Educator
- Post-Master's Certificate of Advanced Study in Educational Leadership
- Certificate of Graduate Study in Assistant Principal

Educational Psychology

- Master of Science in Educational Psychology with a concentration in Applied Behavior Analysis
- Master of Science in Educational Psychology with a concentration in School Psychology
- Certificate in Applied Behavior Analysis (Post-master's)

Literacy Education

- Master of Science in Education in Literacy Education
- Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL)
- Post-Master's Certificate of Advanced Study in Literacy Education
- Post-Master's Certificate of Advanced Study in English as a Second Language
- Certificate of Graduate Study in English as a Second Language
- Certificate of Graduate Study in Literacy

Montessori Early Childhood Education

- Master of Science in Education in Montessori Early Childhood Education

School Psychology

- Doctor of Psychology in School Psychology

Special Education

- Master of Science in Special Education, with concentrations in:

    - In-Service (for already certified teachers)
    - Teaching Students with Mild to Moderate Disabilities (for initial teacher certification in 282)
    - Integrated General Education and Special Education
- Certificate of Graduate Study in Gifted and Talented

Teaching and Learning

- Master of Science in Education in Teaching and Learning (ETEP)

Teaching English to Speakers of Other Languages (TESOL)

- Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL)
- Post-Master's Certificate of Advanced Study in English as a Second Language
- Certificate of Graduate Study in English as a Second Language

School-Wide Certificate Program

- Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development

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 addition, teacher education pathways and programs require that students submit evidence of their criminal history record check prior to field experiences and internship. 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.

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 ten 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 ten working days of receipt of the appeal. For further information about the appeal process, please contact the Director of Admissions at (207) 780-5723.

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.

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. Applications can also be found here: https://usm.maine.edu/school-of-education-human-development/financial-aid

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 intending to take six or more graduate credits per semester of award during the following year. Applications for scholarships are available each January from the SEHD Administrative Office, 8 Bailey Hall, and are due March 1. Applications can also be found here: https://usm.maine.edu/school-of-education-human-development/financial-aid

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.

Undergraduate Teacher Education

The School of Education and Human Development offers an undergraduate teacher education program. For more information visit https://usm.maine.edu/teacher-education

Centers/Programs

The School of Education and Human Development houses the following centers:

Assessment Center

Coordinator: Garry Wickerd

The Assessment Center is a resource for SEHD faculty and students. 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 and faculty for course assignments and training activities. The Assessment Center has a collection of over 300 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: Catherine Fallona

The mission of the Center for Education Policy, Applied Research, and Evaluation (CEPARE) is to provide independent, non 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.

Publications and information for the Maine Education Policy Research Institute can be found at http://mepri.maine.edu. 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

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; colleen.pleau@maine.edu or visit http://www.usm.maine.edu/educator-preparation

English for Speakers of Other Languages (ESOL)

Interim Director: Andrea Vasquez

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 semesters 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 a listing courses for the ESOL program click here. For more information contact: (207) 780-4419, usmesol@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; with the Maine Department of Education to provide resources for teacher re-certification and endorsement; with K-12 schools to design and deliver professional development tailored to school districts' specific needs; with human resource organizations to offer professional development opportunities for counselors, school psychologists, and adult educators; and with 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 website 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.

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 students' 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 early 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 and write a comprehensive essay describing the learning outcomes documented in their 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 550 Uses of Technology in Adult Learning
- 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 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 500 College Mental Health
HRD 551 Spirituality in Adult and Higher Education
HRD 554 Foundations of Academic Advising
HRD 555 Introduction to Student Affairs in Higher Education
HRD 557 The Older Learner

HRD 615/PPM 615 Organizational Leadership
HRD 639 The Heart of Teaching
HRD 646 Global Perspectives of Adult Education and Practices
HRD 699 Independent Study

Admission Information

Applicant Qualifications

- Bachelor's degree from a regionally accredited college or university
- Cumulative GPA 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 Procedures and Required Materials

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.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: 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.
- 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.
- 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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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 (30)-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)

HRD 685 is the final “capstone” course in the Certificate of Advanced Study in Adult Learning and is a major project of the student’s own design. There are three options for projects:

1. Designing a course of study or some other curriculum for an audience of adult learners;
2. Planning and conducting an action research study in collaboration with a local adult education program or some other agency/organization;
3. Researching and writing a publishable article for a specific professional journal.

Electives (21 credits)

Admission Information

Applicant Qualifications:

- Successful completion of a master's degree from a regionally accredited college or university
- Strong recommendations
- Documentation of excellent written communication skills
- Clarity and strength of professional goals
- **Note: Candidates whose master's degree and/or work experiences are not strongly related to adult education may be advised to apply to the master's in adult and higher education program.**

Application Procedures and Required Materials

Application Deadline:

- May 1 for fall matriculation
- October 1 for spring matriculation
- February 1 for summer matriculation

Application are required to provide the following materials:

- Application: Online Application
- Application Fee: $65
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required .
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: 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,
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- 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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

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- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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.

Adult and Higher Education Course Descriptions

Adult and Higher Education Course List

The following are courses typically found in the Adult and Higher Education program. For a complete list of courses visit the School of Education and Human Development main page at: https://usm.maine.edu/school-of-education-human-development

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.

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 socio-historical 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 550 Using Technology in Adult Learning
This course combines readings about using technology in adult learning with hands-on practice with current technologies that may be used in teaching, advising, and managing programs for adult learners. While emphasis will be primarily on the online environment, issues related to technology in blended and face-to-face environments will also be treated. Hands-on experiences with selected learning platforms will be emphasized. Broader implications for technology-based learning such as academic integrity, accessibility, and assessment will be explored. 3 cr.

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 554 Foundations of Academic Advising
This course examines the foundations of academic advising in higher education. Issues such as developmental advising, practice and delivery models, working with diverse populations, current research, ethics, and assessment practices are explored. 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 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 615/PPM 615 Organizational Leadership
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, leadership styles, emotional intelligence, persuasive communication, team building, decision making, organizational culture and change. The course prepares students to become 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.

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 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 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 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 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.

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, multiculturalism and diversity, 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 and is coordinated through the Rehabilitation Counseling concentration. The certificate of advanced study in counseling is a post-master’s program for current counselors who are interested in pursuing advanced coursework.

PROFESSIONAL CREDENTIALS

A **Master of Science in Counseling** with the combination of required courses can prepare graduates for 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.

Program Accreditations

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, multiculturalism and diversity, 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 and is coordinated through the Rehabilitation Counseling concentration. 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 areas of expertise (family systems, psychiatric/mental health rehabilitation and substance abuse). The clinical education component with practicum and internship placements provides a practice-based experience in settings locally and regionally throughout Maine.

MS in Counseling with a Concentration in Clinical Mental Health

Description

The Master of Science in Counseling (MSC) 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 (applications through Rehabilitation Counseling). 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 MSC concentration, we offer face-to-face, online, hybrid, blended, or any combination of for synchronous and asynchronous 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

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, substance-abuse, or college mental health.

New students to the clinical mental health concentration will be in the program's clinical courses in an interactive, face-to-face, real-time classroom experience on campus with some in blended, hybrid, and/or online formats.

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 prepared to apply (or sit) for the National Counselor Examination (NCE) and prepared to apply to be licensed as a clinical professional counselor (LCPC) in Maine. Those students interested in substance abuse treatment skills may consider earning an area of expertise in Substance Abuse Counseling as part of this concentration to prepare for licensure as a drug and alcohol counselor (LADC). An area of expertise 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 668 Human Development
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory

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 area of expertise is available for master's 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 will be prepared to sit for the licensed alcohol and drug counselor (LADC) exam 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 agency licensed as a substance abuse treatment facility)

Admission Information

Applicant Qualifications

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 & March 15 (twice yearly deadline)

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.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
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- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* 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.
- Test scores from either GRE or MAT (see below);
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

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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.

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 (this requirement is waived for applicants already holding a graduate degree).

Applicants who did not score 398 on the MAT, or 286 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. For students who complete the MHRT-C before admission may request up to the 15 credits taken for transfer upon admission to the Rehabilitation Counseling concentration provided they meet approval criteria.

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.

MS in Counseling with a Concentration in Rehabilitation

Description

The Master of Science in Counseling (MSC) 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 (applications through Rehabilitation Counseling). 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 MSC concentration, we offer face-to-face, online, hybrid, blended, or any combination of for synchronous and asynchronous course delivery. The Clinical Rehabilitation Counseling (CLRC) hybrid track is the first MSC concentration which is offered with a low residency requirement that can be completed primarily (90%) in blended/online formats. 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. The new CLRC meets both clinical mental health and rehabilitation counseling standards and is dually accredited by

both CORE & CACREP until 2023.

Program Requirements

Traditional Rehabilitation Counseling

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).

Vocational Rehabilitation (54 credits)

The traditional 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 traditional 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, the Employment Specialist certification and qualify to sit for the Certified Alcohol & Drug Counselor (CADC) exam from the state of Maine during their graduate program of studies.

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 668 Human Development
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory

Required Concentration Courses (24 credits)

HCE 510 Introduction to Rehabilitation Counseling and Service
HCE 514 Psychiatric Rehabilitation: Evidence-based Practices and Treatment
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 642 Perspectives on Chemical Dependency
HCE 686 Internship in Counselor Education (6 credits - 600 hours)

Clinical Rehabilitation Counseling (63 credits)

The Clinical Rehabilitation Counseling (MSC degree) track within the Counselor Education program holds joint accreditation by CACREP & CORE meeting both Clinical Mental Health Counseling and Rehabilitation Counseling Standards. All graduates will be eligible for hiring in key federal programs, including the U.S. Department of Veterans Affairs and TRICARE, which have stipulated graduation from a CACREP-accredited program as an employment criterion.

The CLRC is designed for rehabilitation counseling students who have an interest in working within the public mental health and addictions system, adhere consistently with the psychiatric rehabilitation model/principles and are meeting requirements of the Licensed Clinical Professional Counselor (LCPC) license and the Certified Rehabilitation Counselor (CRC) credential. Students can qualify for other credentials including the Employment Specialist, MHRT-C and CADC state certifications, as well as the National Certified Counselor (NCC) certification.

Program Requirements (core courses of 27 credits and concentration of 24 credits)

In addition to the above required core (27 credits) and concentration (24 credits) courses in rehabilitation counseling, students are required to take an additional 12 credit hours:

HCE 640 Professional Issues in Mental Health Counseling
HCE 643 Psychopharmocology, Substance-Related Disorders & Integrated Co-Occurring Treatment
HCE 645 Diagnosis & Treatment Planning
HCE 686 *Internship in Counselor Education (3 credits = 300 clock hours)

*A clinical placement would cover 900 hours including 600 hours in the core curriculum

Admission Information

Applicant Qualifications

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 and March 15**
- **Applications for the CLRC hybrid, blended/online track can be accepted into the spring until May 31st for the fall admission cycle. There is not an option to start in summer for this hybrid track.**

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.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: 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;
- Test scores from either GRE or MAT (see below);
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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.

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 (this requirement is waived for applicants already holding a graduate degree).

Applicants who did not score 398 on the MAT, or 286 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. For students who complete the MHRT-C before admission may request up to the 15 credits taken for transfer upon admission to the Rehabilitation Counseling concentration provided they meet approval criteria.

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.

MS in Counseling with a Concentration in School

Description

The Master of Science in Counseling (MSC) 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 (applications through Rehabilitation Counseling). 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 MSC concentration, we offer face-to-face, online, hybrid, blended, or any combination of for synchronous and asynchronous 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

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 data driven comprehensive developmental school counseling programs that promote the academic, career, social/emotional development of all children/adolescents. Students in this concentration also learn advocacy and collaboration skills to better serve their student clients in educational environments. 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 668 Human Development
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory

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.

Tk20

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at http://usm.maine.edu/educator-preparation.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Admission Information

Applicant Qualifications

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 & March 15 (twice yearly deadline) 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.

Applicants are required to provide the following materials:

- Application: Online Application

- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* see below for details.
- 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;
- Test scores from either GRE or MAT (see below);
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
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Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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Application Processing Center
University of Maine System
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Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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.

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 (this requirement is waived for applicants already holding a graduate degree).

Applicants who did not score 398 on the MAT, or 286 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. For students who complete the MHRT-C before admission may request up to the 15 credits taken for transfer upon admission to the Rehabilitation Counseling concentration provided they meet approval criteria.

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. Many applicants utilize the CAS to augment their existing degree in counseling to fulfill the requirements for state certification in rehabilitation or school counseling, as well as for state licensure in mental health counseling or as a substance abuse counselor.

Program Requirements

The CAS includes 30 credit hours of graduate coursework, 18 of which must have a counseling focus. If not already documented through an applicant’s master’s degree, three (3) of these credits must reflect an introduction to the counseling profession (HCE 500 Orientation to the Counseling Profession; HCE 510 Introduction to Rehabilitation and Services; or HCE 640 Professional Issues in Mental Health Counseling). Students will work cooperatively with faculty to design a certificate program that is substantive, developmental, and focused on career goals. Matriculation into this certificate program qualifies students for financial aid.

Focus Area (30 credits)

The CAS in Counselor Education is self-designed, allowing students to develop a professionally relevant focus area of their own with the assistance of a faculty advisor. It is important that students consider a cohesive focus when designing their program of study.

Counseling courses may be chosen from the full menu of options offered through the USM Counselor Education Program. For course information and descriptions please see the Course Listing connected with the program. Some courses may be grouped together for students to pursue specific interests. (Please know that courses or specialty areas may change with changes in program faculty.) Example interest areas might include:

Family Systems:

HCE 650 Basic Concepts in Couple and Family Counseling
HCE 670 Application of Family Systems Theories

Holistic:

HCE 507 Spirituality and Religion in Counseling
HCE 619 Recovery-Oriented Origins of Psychiatric Rehabilitation Practice
HCE 641 Mind/Body Techniques

Play Therapy (summers only)

HCE 623 Theories and Applications of Play Therapy: Summer Institute
HCE 624 Child-Centered Play Therapy
HCE 625 Adlerian Play Therapy

Substance Abuse:

HCE 642 Perspectives in Chemical Dependency
HCE 643: Psychopharmology, Substance-Related Disorders & Integrated Co-Occurring Treatment

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.

Portfolio

At the completion of the required 30 credit hours, students will develop a professional portfolio describing progress toward professional goals while in the CAS program. Portfolio requirements are to be scheduled at the end of each student's program. These presentations typically take place during the last semester of internship. For those CAS students who are not enrolled in an internship class, the portfolio presentation will be scheduled with the aid of the faculty advisor. Portfolio requirements may be found through the following link under **step 3**: https://usm.maine.edu/sites/default/files/counselor-education/Counselor_Ed_Portfolio.pdf. Once scheduled, an invitation to other faculty and students will be issued.

Admission Information

Applicant Qualifications

At minimum, candidates should have a master's degree in counseling or allied field from a regionally accredited college or university. It is also preferred that candidates have a minimum of two years of experience in professional practice.

Application Procedures and Required Materials

Application Deadline

For fall matriculation, applications must be received by May 1st. October 15th is the deadline for spring matriculation and March 15th is the deadline for summer matriculation.

Once the materials are reviewed, an admissions interview will be scheduled. After completion of the interview, admission is voted on by program faculty. You will then be notified of the decision.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay (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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional

information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

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Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

Special Essay Question

In addition to the general requirements of the College, candidates should provide a proposed plan of study for the CAS that includes:

- A brief essay which includes a short autobiography and the applicant’s reason(s) for pursuing advanced graduate study in counseling.
- The proposed focus of the applicant’s program, including specific courses if known.
- An explanation of how the proposed program fits the applicant’s personal and professional goals.

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 Culturally Responsive Practices in Education and Human Development

Description

The 12-credit Certificate of Graduate Study in Culturally Responsive Practices is offered through the School of Education and Human Development 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 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 and Special Education

Other courses as approved by program advisor

Students may choose from the following USM courses, offered outside of the School of Education and Human Development.

Leadership Studies
LOS 661 Ethical and Spiritual Dimensions of Leadership
LOS 670 Leadership Study Abroad (6 credits)

Muskie School
CPD 502 Sustainable Communities

Occupational Therapy
OTH 507 Ethics and Occupational Justice

Social Work
SWO 501 Multicultural Social Work
SWO 502 Critical Thinking about Human Behavior I

Admission Information

Applicant Qualifications

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

Applications to the certificate program will be reviewed by an admissions committee during the academic year. This committee may include members from Multicultural Education Programs, 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.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Personal Statement
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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 Mental Health Rehabilitation Technician/Community (MHRT/C)

Description

The MHRT/community certificate program is offered through the Counseling program 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 (15 credits) 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 and Treatment
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

Admission Information

Applicant Qualifications

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 Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Personal Statement.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
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Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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. The completed MHRT-C courses are eligible for transfer to the Rehabilitation

Counseling concentration upon admission, per request providing they meet transfer status.

Counselor Education Course Descriptions

Counselor Education Course List

The following are courses typically found in the Counselor Education program. For a complete list of courses visit the School of Education and Human Development course listing page at: https://usm.maine.edu/school-of-education-human-development

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.

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 and Treatment
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 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 non-effectiveness 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: Open only to matriculated graduate students; HCE 500 (for school counseling and mental health counseling concentrations, HCE 510 (for rehabilitation counseling concentration), and HCE 621 or instructor permission. 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 HCE 668 (HCE 668 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 inter-professional and inter-organizational 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 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.

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 Counselor Education
This course provides students the opportunity to pursue a project independently, planning, and exploring a topic of interest within the field of counseling. Most independent study projects are library-based; all are 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. Prerequisite: Open to matriculated students only. Cr 1-6.

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 collaborative change agents 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 a 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 instead 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 teaching and 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.

Tk20 Subscription:

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system.

Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at **http://usm.maine.edu/educator-preparation**.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Program Requirements

Certification as a School Principal (36 credits)

EDU 600 Research Methods and Techniques
EDU 603 Analysis of Teaching and Assessment **or**
EDU 617 Teaching in the Middle Level School
EDU 604 Curriculum Development **or**
EDU 615 Middle Level Curriculum
EDU 659 Special Education Law for School Leaders
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 603 Analysis of Teaching and Assessment **or**
EDU 617 Teaching in the Middle Level School
EDU 604 Curriculum Development **or**
EDU 615 Middle Level Curriculum
EDU 659 Special Education Law for School Leaders
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 and Assessment **or**
EDU 617 Teaching in the Middle Level School
EDU 604 Curriculum Development **or**
EDU 615 Middle Level Curriculum
EDU 659 Special Education Law for School Leaders
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 Teaching
EDU 686 Internship in Special Education Administration (three semesters, nine credits)

Admission Information

Applicant Qualifications

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 program, 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 administrator certification.

Application Procedures and Required Materials

Application Deadline:

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay (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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.
- Completed Teacher Credential Summary Form;

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes,

essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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 Master of Science in Education: Professional Educator is a 30 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: 30

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)

Required: EDU 605 Teaching 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 and Assessment (3cr)
EDU 617 Teaching at the Middle Level (3cr)

Concentration (12 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 12 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, action research project, or other appropriate format.

Note: Course substitutions are permitted with advisor approval.

Admission Information

Applicant Qualifications

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 Procedures and Required Materials

Application Deadline:

Rolling with priority deadlines for fall by May 1, spring by October 15, and summer by March 15.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* see below for details.
- 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
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

- Completed Teacher Credential Summary Form.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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?

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 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 change and leadership. The CAS requires thirty (30) 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 change and leadership; and capacity for connecting theory and practice in posing and solving educational problems.

Program Requirements

Program Requirements (30 credits)

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)
Two capstone options are available:
1. One of the following:
EDU 685 Internship in School Administration
EDU 686 Special Education Administration
EDU 687 Superintendency
EDU 688 Curriculum Administration
2. Or EDU 665 CAS Directed Study

Admission Information

Applicant 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 Procedures and Required Materials

Application Deadline:

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay (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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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.

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 Educational Leadership program 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 15-credit program consists of five courses.

Program Requirements

This 15-credit certificate consists of five courses:
EDU 659 Special Education Law for School Leaders
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 certificate 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.

Admission Information

Applicant Qualifications

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 Procedures and Required Materials

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

Applicants are required to provide the following materials:

- A submitted online graduate certificate admission application
- A $25 non-refundable fee
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Personal statement; and
- Completed Teacher Credential Summary Form.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation

- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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 Leadership Course Descriptions

Education Leadership Course List

The following are courses typically found in the Educational Leadership programs. For a complete list of courses visit the School of Education and Human Development course listing page at: https://usm.maine.edu/school-of-education-human-development

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 603 Analysis of Teaching and Assessment
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 and assessment. Analysis of individual teaching behavior and classroom assessment 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 Testing 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 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 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 659 Special Education Law for School Leaders
This course acquaints prospective school leaders at the building and district level with the general principles of special education law as found in the interpretation of constitutional and statuary provisions by the higher courts. Laws governing pupils, teaching personnel, administrators and boards of education will be stressed. 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 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 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 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.

Educational Psychology Overview

Program Faculty

Professors: Mark Steege, PhD, NCSP, BCBA-D
Assistant Professors: Jamie Pratt, PsyD, BCBA-D; Garry Wickerd, PhD, NCSP, BCBA
Associate Professor Emerita: Rachel Brown, PhD, NCSP
Part-Time Lecturers: Erin Beardsley, PsyD, NCSP, BCBA-D and Alexis Kiburis, PsyD, NCSP

Program Mission

The Educational Psychology program at the University of Southern Maine prepares graduates for careers as Board Certified Behavior Analysts (BCBAs) in school and behavioral health settings.

The Educational Psychology program emphasizes the principles of learning and the applications of evidence-based behavioral strategies to promote academic, social-emotional, and behavioral success for all learners. The program therefore imparts the knowledge and skills required to (a) conduct behavioral assessments, (b) design interventions that facilitate the acquisition of skills and the reduction of behaviors that interfere with learning, (c) implement and evaluate the effectiveness of interventions, and (d) provide behavior analytic consultation and supervision services.

Programs of Study

The USM Educational Psychology program offers two programs of study:

1. Certificate in Applied Behavior Analysis (24 credits)
2. Master of Science in Educational Psychology: Applied Behavior Analysis Concentration (36 credits)

Both programs of study are offered fully online (synchronous delivery) and on site. Students have the flexibility to attend scheduled class sessions on the USM campus or using distance learning technology.

Both programs of study also include a course sequence verified by the Behavior Analyst Certification Board (BACB) to meet specific faculty and coursework standards. The BACB credentials professionals as Board Certified Behavior Analysts (BCBAs). To qualify for BCBA certification, individuals must complete approved behavior analytic coursework, obtain an acceptable graduate degree, engage in supervised practice, and pass a national examination.

- The Certificate in Applied Behavior Analysis program includes the behavior analytic coursework required for BCBA certification and is designed for students who already have an earned graduate degree in applied behavior analysis, psychology, or education.
- The Master of Science in Educational Psychology program includes the behavior analytic coursework required for BCBA certification and leads to an acceptable graduate degree in educational psychology.
- *Completion of the national examination and supervised practice experiences must be arranged by students independent of the University or Educational Psychology program. Supervised practice experiences may occur concurrent with or upon completion of the coursework.*

Additional information about the Behavior Analyst Certification Board standards and certification requirements can be obtained from: http://www.bacb.com

MS in Educational Psychology with a Concentration in Applied Behavior Analysis

Description

The Master of Science (MS) in Educational Psychology with a Concentration in Applied Behavior Analysis program is offered through the

Department of Educational and School Psychology. The program of study comprises twelve courses (36 graduate credits). Eight courses (24 graduate credits) are verified by the Behavior Analyst Certification Board (BACB) to address the skills and knowledge required for competent, ethical practice as a behavior analyst. Four additional courses provide students with background knowledge about educational research, special education procedures, and the needs of school-aged children with exceptionalities. Courses are offered in fully online (blend of synchronous and asynchronous delivery) or on-campus formats.

The BACB credentials professionals as Board Certified Behavior Analysts (BCBAs). To qualify for BCBA certification, individuals must obtain an acceptable graduate degree, complete approved behavior analytic coursework, engage in supervised practice, and pass a national examination. USM's MS in Educational Psychology program leads to an acceptable graduate degree that incorporates behavior analytic coursework verified by the BACB to meet training standards established by the BACB Fourth Edition Task List (2012). Completion of supervised practice experiences and the national examination must be arranged by students independently of the USM program. Supervised experiences may occur concurrent with or upon completion of the coursework.

Program Requirements

The Master of Science degree in Educational Psychology (Applied Behavior Analysis Concentration) is awarded upon completion of the following courses (36 credits total):

EDU 600 Research Methods and Techniques
SED 682 Special Education Regulations, Procedures, and IEP Team*
SPY 601 Behavioral Principles of Learning
SPY 602 Single Case Research Methods
SPY 604 Functional Behavioral Assessment
SPY 605 Principles and Procedures for Instructional Intervention
SPY 606 Principles and Procedures for Behavior Intervention
SPY 607 Consultation and Collaborative Problem Solving
SPY 608 Professional Ethics in Behavior Analysis
SPY 640 Supervision and Performance Management in Behavior Analysis
SPY 671 Physical Bases of Behavior
SPY 674 Psychopathology

*Prerequisite requirements for SED 682 include SED 335 or SED 540, or program permission

Admission Information

To be considered for admission to the MS in Educational Psychology (Applied Behavior Analysis Concentration) program, applicants must meet eligibility criteria for one of the following options:

Option 1

- An earned bachelor's degree from an institution of higher learning accredited (at the time the credits were earned) by a regional and/or national accrediting body.
- A minimum cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program.
    - Note: Applicants who do not meet minimum GPA eligibility requirements may submit a letter requesting special consideration and providing evidence of their ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum GPA eligibility requirements may be denied automatically. Exceptions to this policy will be considered on a case-by-case basis and are at the discretion of program faculty.
- A minimum combined Verbal and Quantitative test score of 290 on the Graduate Record Exam (GRE) completed within five years of application.
    - Note: Applicants who do not meet minimum GRE eligibility requirements may submit a letter requesting special consideration and providing evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum GRE score eligibility requirements may be denied automatically. Exceptions to this policy will be considered on a case-by-case basis and are at the discretion of program faculty.

Option 2

- An earned graduate degree from an institution of higher learning accredited (at the time the credits were earned) by a regional and/or national accrediting body.
- A minimum cumulative grade point average of 3.0 (on a 4.0 scale) in a graduate degree program.

    - Note: Applicants who do not meet minimum GPA eligibility requirements may submit a letter requesting special consideration and providing evidence of their ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum GPA eligibility requirements may be denied automatically. Exceptions to this policy will be considered on a case-by-

case basis and are at the discretion of program faculty.

Applicants who meet minimum eligibility requirements are not guaranteed admission to the MS in Educational Psychology program. Admissions decisions will be based on the overall quality of application materials, which include a resume, letters of recommendations, and an essay. See below for complete information about required application materials.

Application Procedures and Required Materials

Application Deadlines

Applications are accepted year-round; however, the following ***priority*** deadlines apply:

- Priority consideration for Spring 2019 matriculation: November 1, 2018
- Priority consideration for Summer 2019 matriculation: March 15, 2019
- Priority consideration for Fall 2019 matriculation: May 1, 2019

Applicants are required to provide the following materials:

- Application: Online Application
- A $65 non-refundable application fee
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- An essay response to the following question: "Why do you seek training in applied behavior analysis?"
- Three letters of recommendation attesting to the applicant's ability to succeed in graduate school and a career in behavior analysis.
    - Only professional letters of recommendations will be accepted. Letters from professors, professionals in the field of behavior analysis, and/or supervisors from employment/internship settings are recommended. Letters from family members and friends will not be accepted.
- Official GRE scores (requirement waived for applicants with an earned graduate degree), see below for details.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes,

essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

GRE Testing Requirements

Baccalaureate-level applicants to the MS in Educational Psychology program must submit scores from the Graduate Record Exam (GRE) taken within five years of application. The minimum combined score for the Verbal and Quantitative tests is 290. Applicants with a prior earned graduate degree are not required to submit GRE scores.

Applicants who do not meet minimum test score requirements may submit a letter requesting special consideration and providing evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum test score requirements may be denied automatically.

Transfer Credit

A maximum of two courses (6 graduate credits) comprising the program of study for the MS in Educational Psychology degree may be completed prior to matriculation.Students may request permission to transfer up to six (6) graduate credits toward the MS degree. 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 United States institution of higher learning accredited (at the time the credits were earned) by a regional and/or national accrediting body.
- The credits must have been earned for a course that is equivalent, in terms of content knowledge and skill requirements, to one required within USM's MS program.
- The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
- The credits must have been earned within 5 years from the date when transfer credit is requested.
- Credits for behavior analytic courses must be transferred from a program that is verified by the Behavior Analyst Certification Board to meet the Fourth Edition Task List standards.

To request transfer credit, students must submit the relevant course syllabi and official transcripts to the Chair of the Department of Educational and School Psychology. The Chair will consult with program faculty to determine whether or not to approve the request.

If transfer credits are approved, the program will notify the USM Registrar to enter the official transfer onto the student's record. Transferred credits will be noted on the student's USM transcript and counted toward the student's degree program of study.

Professional Licensure and Certification Notice

Students should be aware that a criminal record may jeopardize certification/licensure by state and national credentialing bodies. Students may consult the credentialing 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.

MS in Educational Psychology with a Concentration in School Psychology

Description

The Master of Science (MS) in Educational Psychology with a Concentration in School Psychology program prepares graduates for careers as professionally credentialed, specialist-level school psychologists. Specialist-level school psychologists typically deliver assessment, intervention, and consultation services within school settings to promote children's academic, social-emotional, and behavioral success.

The program of study is designed to align with the standards for professional credentialing established by the Maine Department of Education and the National Association of School Psychologists (NASP). Accordingly, the program integrates coursework and field-based experiences to promote general knowledge in the fields of education and psychology and targeted competencies in assessment, intervention, consultation, and applied research. Students also gain competencies in data-based decision-making, collaborative-problem-solving, applied behavior analysis, and ethical-legal standards.

The program of study requires a total of 84 graduate credits, which include 600 hours of practica and a culminating 1,500 hour internship. All

courses are scheduled on weekdays in the late afternoon/early evening to accommodate students' work schedules, and approximately half of the required courses may be completed using distance learning technology. Graduates of the program are eligible to apply for both state and national certification as specialist-level school psychologists.

Program Requirements

The Master of Science (MS) degree in Educational Psychology (School Psychology Concentration) is awarded upon completion of the following 84 graduate credits:

Area of Competency	**Course (semester hours)**
Scientific and professional ethics and standards	SPY 609 (3): Professional Ethics in Psychology
Research design, research methodology, and statistics	EDU 600 (3): Research Methods and Techniques
	SPY 602 (3): Single Case Research Methods
Psychometric theory	HCE 605 (3): Psychological Measurement and Evaluation
Biological bases of behavior	SPY 671 (3): Physical Bases of Behavior
Cognitive-affective bases of behavior	SPY 601 (3): Behavioral Principles of Learning
	SPY 670 (3): Cognitive-Affective Bases of Behavior
Social bases of behavior	SPY 673 (3): Social Foundations of Behavior
Individual differences	HCE 620 (3): Fundamentals of Counseling Theories
	HCE 668 (3): Human Development
	SPY 674 (3): Psychopathology
	SPY 679 (3): Diversity in the Science and Practice of Psychology
Educational foundations	SED 540 (3): Learners Who are Exceptional in General Education
	SPY 610 (3): Systems-Level Services to Promote Social, Emotional, and Behavioral Health
	SED 682 (3): Special Education Regulations, Procedures, and the IEP Team
	SPY 620 (3): Multitiered Systems of Academic Support for General and Special Education
Applied (school) psychology	HCE 621 (3): Fundamentals of Counseling Skills
	SPY 604 (3): Functional Behavioral Assessment
	SPY 606 (3): Principles and Procedures for Behavioral Intervention
	SPY 607 (3): Consultation and Collaborative Problem-Solving
	SPY 672 (3): Assessments and Interventions to Develop Academic Skills
	SPY 675 (3): Indirect Behavioral Assessment
	SPY 677 (3): Cognitive Assessment
Supervised field placements	SPY 693 (3): Practicum I
	SPY 694 (3): Practicum II
	SPY 688 (9): Internship in School Psychology

Tk20 Subscription

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their

internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at **http://usm.maine.edu/educator-preparation**.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Admission Information

Applicant Qualifications

In addition to meeting the minimum admission requirements of the University, applicants to the MS in Educational Psychology with a Concentration in School Psychology must meet the following admission requirements:

- An earned bachelor's or graduate degree from an institution of higher learning accredited (at the time the credits were earned) by a regional and/or national accrediting body.
- A minimum cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program OR a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in a graduate degree program.
    - Note: Applicants who do not meet minimum GPA eligibility requirements may submit a letter requesting special consideration and providing evidence of their ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum GPA eligibility requirements may be denied automatically. Exceptions to this policy will be considered on a case-by-case basis and are at the discretion of program faculty.
- A minimum combined Verbal and Quantitative test score of 290 on the Graduate Record Exam (GRE) completed within five years of application.
    - Note: Applicants who do not meet minimum GRE eligibility requirements may submit a letter requesting special consideration and providing evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum GRE score eligibility requirements may be denied automatically. Exceptions to this policy will be considered on a case-by-case basis and are at the discretion of program faculty.

Deadline

January 1, 2019 (Summer/Fall 2019 matriculation)

Complete application packets must be received by the admission deadline listed above. Applicants who meet the minimum requirements may be selected to participate in a formal interview with program faculty. Applicants' academic and professional history, exam scores, writing samples, professional references, and interview performance will be considered in decision-making for admissions.

Application Procedures and Required Materials

Applicants are required to provide the following materials: [Bold]

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A current resume/curriculum vitae.
- An essay response to the following question: "Why do you seek training in school psychology?"
- Three letters of recommendation attesting to the applicant's ability to succeed in graduate school and a career in school psychology. Only professional letters of recommendations will be accepted. Letters from professors, professionals in the field of school psychology, and/or supervisors from employment/internship settings are recommended. Letters from family members and friends will not be accepted.
- Official GRE scores. See below for details.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Testing Requirements

All applicants to the MS in Educational Psychology program (School Psychology Concentration) must submit scores from the Graduate Record Exam (GRE) taken within five years of application. The minimum combined score for the Verbal and Quantitative tests is 290.

Applicants who do not meet minimum test score requirements may submit a letter requesting special consideration and providing evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum test score requirements may be denied automatically.

Additional Information

Transfer Credit

A maximum of two courses (6 graduate credits) comprising the program of study for the MS in Educational Psychology degree may be completed prior to matriculation.

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 United States institution of higher learning accredited (at the time the credits were earned) by a regional and/or national accrediting body.
- The credits must have been earned for a course that is equivalent, in terms of content knowledge and skill requirements, to one required within USM's MS program.
- The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
- The credits must have been earned within 5 years from the date when transfer credit is requested.
- Credits for behavior analytic courses must be transferred from a program that is verified by the Behavior Analyst Certification Board to meet the Fourth Edition Task List standards.

To request transfer credit, students must submit the relevant course syllabi and official transcripts to the Chair of the Department of Educational and School Psychology. The Chair will consult with program faculty to determine whether or not to approve the request.

If transfer credits are approved, the program will notify the USM Registrar to enter the official transfer onto the student's record. Transferred

credits will be noted on the student's USM transcript and counted toward the student's degree program of study.

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, practica, or internships through their USM program should be aware that their host facility may require a criminal background check, finger printing, and/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 certification/licensure by state and national credentialing bodies. Students may consult the credentialing 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.

Certificate in Applied Behavior Analysis

Description

The post-master's Certificate in Applied Behavior Analysis is offered through the Department of Educational and School Psychology. The program includes eight courses (24 graduate credits) verified by the Behavior Analyst Certification Board (BACB) to address the skills and knowledge required for competent, ethical practice as a behavior analyst. All courses are offered in fully online (synchronous delivery) or on-campus formats.

The BACB credentials professionals as Board Certified Behavior Analysts (BCBAs). To qualify for BCBA certification, individuals must have an acceptable graduate degree, complete approved behavior analytic coursework, engage in supervised practice, and pass a national examination. USM's certificate program offers behavior analytic coursework verified by the BACB to meet training standards established by the BACB Fourth Edition Task List (2012). The program is designed for students with earned graduate degrees in applied behavior analysis, psychology, or education. Completion of supervised practice experiences and the national examination must be arranged by students independently of the USM program. Supervised experiences may occur concurrent with or upon completion of the coursework.

Program Requirements

The Certificate in Applied Behavior Analysis is awarded upon completion of the following eight courses (24 graduate credits):

SPY 601 Behavioral Principles of Learning
SPY 602 Single Case Research Methods
SPY 604 Functional Behavioral Assessment
SPY 605 Principles and Procedures for Instructional Intervention
SPY 606 Principles and Procedures for Behavior Intervention
SPY 607 Consultation and Collaborative Problem Solving
SPY 608 Professional Ethics in Behavior Analysis
SPY 640 Supervision and Performance Management in Behavior Analysis

Admission Information

Applicant Qualifications:

To be considered for admission to the Certificate in Applied Behavior Analysis program, applicants must possess a minimum of a graduate degree (e.g., master's or doctoral) in behavior analysis, education, or psychology. The degree must have been awarded by an institution recognized by the Council for Higher Education Accreditation.

*Exception: Students matriculated in the Master of Science in Special Education program at USM may apply for concurrent admission to the certificate program (i.e., admission prior to completing MS degree requirements).

Application Procedures and Required Materials

Application Deadlines

Applications are accepted year-round; however, the following ***priority*** deadlines apply:

- Priority consideration for Spring 2019 matriculation: November 1, 2018
- Priority consideration for Summer 2019 matriculation: March 15, 2019
- Priority consideration for Fall 2019 matriculation: May 1, 2019

*Due to prerequisite requirements, matriculation in the Fall semester is strongly encouraged.

Applicants are required to provide the following materials:

- Application: Online Application
- A $25 non-refundable application fee
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- An essay response to the following question: "Why do you seek training in applied behavior analysis?"
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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 a separate cover.

Transfer Credit

Students admitted to the post-master’s certificate program can request permission to transfer up to six (6) graduate credits toward the Certificate in Applied Behavior Analysis. In order for credits to be eligible for transfer, they must meet the following criteria:

- Applicable credits must be transferred from a program that is verified by the Behavior Analyst Certification Board to meet the Fourth Edition Task List standards.
- The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered by a qualifying institution recognized by

the Council for Higher Education Accreditation.
- The credits must have been earned for a course that is equivalent, in terms of content knowledge and skill requirements, to a course within USM's certificate program.
- The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
- The credits must have been earned within 5 years from the date when transfer credit is requested.

To request transfer credit, students must submit the relevant course syllabi and official transcripts to the Chair of the Department of Educational and School Psychology. The Chair will consult with program faculty to determine whether or not to approve the request.

If transfer credits are approved, the program will notify the USM Registrar to enter the official transfer onto the student's record. Transferred credits will be noted on the student's USM transcript and counted toward the student's certificate program of study.

Educational Psychology Course Descriptions

The following are courses typically found in the Educational and School Psychology programs. For a complete list of courses visit the School of Education and Human Development Course Listing page at: https://usm.maine.edu/school-of-education-human-development

SPY 425 Multi-Tier Mathematics Instruction and Assessment
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive mathematics instruction and assessment for students in kindergarten through grade 12. Starting with the five foundations of mathematics 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 mathematics instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive mathematics instruction based on student learning needs. Students will learn how to select and use scientifically validated mathematics instruction practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3 mathematics instruction and assessment. Prerequisites: None. Cr 3.

SPY 427 Multi-Tier Reading Instruction and Assessment
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive reading instruction and assessment for students in kindergarten through grade 12. 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 and assessment practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3) reading instruction. Prerequisites: None. 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.

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 studies. General topics include the philosophical assumptions of behavior analysis, basic behavioral principles, learning with and without words, and behavior analytic measurement concepts. Specific topics include respondent behavior and conditioning, operant behavior and conditioning, stimulus control, motivating operations, schedule influences on behavior, observational learning, and verbal and rule-governed behavior. The course is designed to provide students with a foundational understanding of the concepts and principles of behavior analysis and thereby provide a solid grounding for assessment and intervention courses with a behavior analytic orientation. Prerequisites: None. Cr 3.

SPY 602 Single Case Research Methods
This course is designed to introduce students to research designs used in a comprehensive, systematic process of decision making and problem solving. This course will emphasize methods for evaluating the effectiveness of academic and behavioral interventions for school-aged children. A history of experimental design, types of experimental reasoning, and experimental validity lay the groundwork for understanding how single-case research designs are used to assess the efficacy of applied interventions. Students will learn how to identify and record behaviors, analyze and display data, match research designs to the research question, and flexibly employ research designs in applied settings. Finally, students will be exposed to technology and information resources applicable to conducting single-case research. Prerequisites: Satisfactory completion of SPY 601 or program permission. Cr 3.

SPY 604 Functional Behavioral Assessment
This course examines a variety of behavioral assessment methods for (a) identifying the variables that contribute to behavioral problems and (b) guiding the design of effective behavioral interventions. Functional behavioral assessment techniques covered in this course include interviews,

observations, descriptive assessments, and functional analyses. Applied learning experiences integrated throughout the course provide students with opportunities to practice designing, conducting, and interpreting functional behavioral assessments. Prerequisites: SPY 601 and 602 or program permission. Cr. 3.

SPY 605 Principles and Procedures for Instructional Intervention
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 empirically supported interventions for promoting academic, social, communication, and life skills. Procedures such as shaping, chaining, discrete trial teaching, task analysis, incidental teaching, functional communication, and direct social skills instruction will be considered. Prerequisites: SPY 601 or program permission. Cr 3.

SPY 606 Principles and Procedures for Behavior Intervention
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 to decrease disruptive behaviors and increase adaptive replacement behaviors. The course includes a blend of assigned readings, lecture, discussion, clinical case examples, and applied learning experiences to develop student competencies. The dynamic interactions between academic, social-emotional, behavioral, and diversity influences on student functioning will be considered. Prerequisites: SPY 601 and SPY 605 or program permission. Cr 3.

SPY 607 Consultation and Collaborative Problem-Solving
This course examines how school psychologists and behavior analysts utilize collaboration and consultation skills to promote effective implementation of interventions that address the academic, social-emotional and behavioral needs of school-aged children and their families. This course will review varied models of consultation (e.g., behavioral, mental health, and problem-solving) and analyze the skills needed to collaborate effectively with diverse individuals (e.g., parents/caregivers, educators, and community professionals). The role of consultation will be explored within a data-based, collaborative problem-solving approach to the delivery of a continuum of services that include assessment (e.g., functional behavioral assessment), intervention (e.g., behavior intervention plans), staff supports (e.g., behavioral skills training), and the application of single case research designs to evaluate the effectiveness of interventions. This course includes a blend of lecture, discussion, role play and applied learning experiences. Prerequisites: SPY 601, SPY 602, SPY 604, SPY 605, SPY 606, and SPY 608, or program permission. 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 *Professional and Ethical Compliance Code for Behavior Analysts.* Prerequisites: Matriculation in Educational or School Psychology program, or program 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, and the Maine Board of Examiners of Psychologists. Special consideration is given to school psychologists ethical obligations to promote family-school collaboration. Prerequisites: Matriculation in School Psychology Program, or with program permission. Cr 3.

SPY 610 Systems-Level Services to Promote Social, Emotional, and Behavioral Health
This course provides knowledge of principles and research related to multitiered prevention systems, resilience and risk factors associated with social-behavioral problems, and evidence-based strategies for crisis intervention. Emphasis will be placed on developing skills necessary to achieve collaboration between school and family systems to enhance the social-behavioral outcomes of students. Prerequisites: Matriculation in School Psychology program, or program permission. Cr 3.

SPY 620 Multitiered Systems of Academic Support for General and Special Education
This course provides training in knowledge and skills for the implementation of a multitiered system of support (MTSS) in school settings, including students with suspected or identified disabilities. Students will gain knowledge about school system structures and organization, including general and special education. Through a problem-solving framework, students will learn how to conduct universal academic screening in order to identify students who might be at risk for later academic difficulties. Based on knowledge of human development and effective instructional methods, students will learn to select, implement, and use evidence-based instructional methods and progress monitoring to evaluate individual and group outcomes. Emphasis will be placed on the principles of effective instruction and the importance of collaboration among school personnel to help all students access effective instruction through a multitiered continuum of services. Students will gain knowledge about the importance of intervention integrity and regular data review procedures in order to support the academic learning needs of all students. Prerequisites: None. Cr 3.

SPY 625 Advanced Multi-Tier Instruction and Assessment for Mathematics
This course will provide advanced training in application of knowledge and skills related to multi-tier (MTSS) methods to support elementary mathematics instruction and assessment. Students will learn how to select and use universal benchmark screening measures, empirically-based core curricula, supplemental and intensive math interventions, and weekly progress measures. Through readings, discussion and practice,

students will develop the skills necessary to set up, implement, and evaluate MTSS practices to support elementary math achievement for all students. Cr 3.

SPY 627 Advanced Multi-Tier Instruction and Assessment for Reading
This course will provide advanced training in application of knowledge and skills related to multi-tier (MTSS) methods to support instruction and assessment for students with reading disorders**.** Students will learn how to select and use universal benchmark screening measures, empirically-based core curricula, supplemental and intensive reading interventions, and weekly progress measures. Through readings, discussion and practice, students will develop the skills necessary to set up, implement, and evaluate MTSS practices to support reading achievement for all students. Cr 3.

SPY 640 Supervision and Performance Management in Applied Behavior Analysis
This seminar provides training in knowledge and skills pertaining to best practice methods of personnel supervision and management within the field of Applied Behavior Analysis. Behavioral skills training and performance management strategies will be featured as models for increasing behavior analytic competencies of supervisees. Students will review ethical and supervision standards established by the Behavior Analyst Certification Board. Through readings, discussions, and case examples, students will: (a) conduct a self-assessment of professional competencies in applied behavior analysis and (b) use the self-assessment data to design an individualized professional development plan to guide goals, objectives, and learning activities when conducting or receiving supervision. Prerequisites: Successful completion of SPY 601, SPY 602, and SPY 604 and matriculation in the Certificate in Applied Behavior Analysis or MS in Educational Psychology (with concentration in Applied Behavior Analysis) program, or program permission required. Cr 3.

SPY 670 Cognitive Affective Bases of Behavior
This course provides an in-depth study of cognition and affect, including perception, attention, learning and thinking, memory, executive functioning, self-control, motivation, and language. The course provides students with knowledge about (1) biological, cultural, and social influences on cognitive skills, (2) human learning, cognitive, affective, and developmental processes, and (3) biological, cultural, social, and developmental influences on behavior, mental health, and learning. Prerequisites: Matriculation in the School Psychology program, or program permission. Cr 3.

SPY 671 Physical Bases of Behavior
This course examines the biological bases of behavior. Biological, anatomical, physiological, neurological, biochemical, and endrocrinological factors that influence behavior are explored. The course also considers the structure and function of the nervous system in relation to both typical and atypical patterns of child development and functioning. Accordingly, biological influences on learning, memory, attention, motivation, emotion, and other domains of educational performance will be discussed. Prerequisites: None. Cr 3.

SPY 672 Assessments and Interventions to Develop Academic Skills
This course is designed to prepare students to engage in a comprehensive systematic process of effective decision making and problem solving while conducting academic assessments and designing academic interventions for children of all backgrounds. Students will learn to select, administer, score, and interpret measures of academic achievement including published norm-referenced tests, criterion-referenced tests, curriculum-based assessments, and performance-based assessments as part of data collection process relevant to assessment. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem solving process that provides data to determine the effectiveness of instructional interventions. During the assessment and intervention processes, students will learn how to apply their knowledge of human learning, cognition, development, and technology as well as knowledge of biological and social factors to enhance children's cognitive and academic skills. Prerequisites: Successful completion of EDU 600 and HCE 605 and matriculation in the School Psychology program, or program permission. Cr 3.

SPY 673 Social Foundations of Behavior
This course examines the social foundations of behavior. Students will gain an understanding of the science of social psychology by reading and critically evaluating both classic and current research in the field. Topics such as conformity, mass communication and persuasion, social cognition, self-justification, human aggression, stereotypes and prejudice, group dynamics, and inter-group relations will be explored. Emphasis will be placed on understanding the implications of social psychology research for promoting prosocial behavior in school environments. 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: Matriculation in the School Psychology program, or program permission. 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 psycho-social interviews, behavior rating scales, social skills assessments, and adaptive behavior assessments. This course includes practical experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Prerequisites: Matriculation in the School Psychology program and satisfactory completion of EDU 600 and HCE 605, or program permission. Cr

3.

SPY 677 Cognitive Assessment
This course is designed to prepare students to conduct cognitive assessments which inform academic interventions. Students will learn to select, administer, score, and interpret measures of intellectual functioning. Students will develop an understanding of how to use measures of intellectual functioning as part of a comprehensive problem-solving process that drives effective accommodations and interventions. Prerequisites: EDU 600, HCE 605, and matriculation in the School Psychology program. 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. Students will identify individual differences and diverse characteristics that impact student learning. Readings and discussion will emphasize understanding the influence of diversity factors in order to promote effective and equitable assessment and intervention practices. The identification and development of skills to collaborate with school staff, interpreters, cultural brokers, and community liaisons will explored through case studies and role-play. Students will participate in activities to help recognize in themselves and others subtle racial, class, gender, and cultural biases that may influence decision-making, instruction, behavior, and outcomes for students. Ethical and legal considerations for working with students of diverse backgrounds will also be highlighted. Prerequisites: Matriculation in school psychology program or program permission. Cr 3.

SPY 693 School Psychology Practicum I
The 300 clock hour Practicum I is an introductory supervised experience in school psychology. Practicum I provides students with introductory experiences in school psychology and an opportunity to gain familiarity with the culture, systems, and educational practices within schools. Students in the School Psychology Program must complete 3 credits of SPY 693 during the first 2 years in the program, and they typically complete 1 credit per semester. Students complete practicum experiences on an individualized basis under the joint supervision of an appropriately certified/licensed school psychologist in the placement setting and a member of the core School Psychology Program faculty. Supervisors work individually with students to plan and complete a sequence of activities representing the core domains of school psychology practice. Prerequisites: Matriculation in the School Psychology program and program permission. Cr 1-3.

SPY 694 School Psychology Practicum II
The 300 clock hour Practicum II is an advanced experience within a school or related clinical setting. Practicum II provides students with supervised experiences in psychological assessment, intervention, consultation and other aspects of school psychology practice. Students in the School Psychology Program must complete 3 credits of SPY 694 during the last 2 years of coursework, and they typically complete one credit per semester. Students complete practicum experiences on an individualized basis under the joint supervision of an appropriately licensed/credentialed school psychologist in the placement setting and a member of the core School Psychology Program faculty. Supervisors work individually with students to plan and complete a sequence of activities representing a broad range of psychological services and all domains of school psychology practice. Prerequisites: Satisfactory completion of 3 credits of SPY 693 and program permission. Cr 1-3.

SPY 697 Statistics
This course is designed to introduce students to quantitative research designs used in a comprehensive, systematic process of decision making and problem solving. This course will emphasize the application of inferential statistics for program evaluation and applied research projects in education and psychology. Students will learn and apply basic parametric and non-parametric statistical procedures, including t-tests, Chi Square, Regression, and ANOVA. Students will learn how to analyze and display data, match research designs to the research question, and flexibly employ research designs in applied settings. Finally, students will be exposed to technology and information resources applicable to conducting statistical research. Cross-listed with EDU 705. Prerequisites: Satisfactory completion of EDU 600 or program permission. Cr 3.

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: Matriculation in Psy.D. in School Psychology. Cr var.

SPY 709 History, Systems, and the Profession of Psychology
This course covers the history of modern psychology and describes the development and role of school psychology as a specialty area. The history of multiple service delivery models and methods of school psychology will be explored through readings and research. Additionally, students will develop knowledge related to professional dispositions and effective practice as a school psychologist. To enhance professional practice, students will learn about relevant technology and identify professional development opportunities. Prerequisites: Matriculation in PsyD in School Psychology Program or program permission. Cr 3.

SPY 727 Seminar in Academic Assessment and Intervention
This course provides in-depth training in knowledge and skills for academic assessment and intervention practices. Through a problem-solving framework, students will learn advanced practices in screening and individual assessment methods to inform interventions aimed at improving academic engagement and learning for all students including those of diverse backgrounds. Students will increase their ability to use ethical practices to evaluate the suitability, acceptability, and usability of academic interventions by reviewing relevant research and other data sources. Based on knowledge of cognition, learning, and developmental processes, students will broaden their ability select, implement, and use data to evaluate evidence-based academic interventions. Emphasis will be placed on developing collaborative skills to be able to work with other school

personnel in the assessment and intervention process. Students will gain advanced knowledge in the use of information and assistive technology resources to enhance learning, intervention acceptability, and treatment fidelity. Prerequisites: Matriculation in PsyD in School Psychology program and completion of SPY 620 and SPY 672, or program permission. Cr 3.

SPY 729 Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities
This doctoral seminar provides training in knowledge and skills pertaining to best practices in conducting functional behavioral assessment and using the results of assessments to design individually tailored function-based interventions. This course will emphasize the application of behavior analytic problem solving approach to address a wide range of referral concerns (e.g., self-injurious, aggressive, stereotypic, destructive oppositional, and other forms of interfering behaviors) with a focus on developing strategies that minimize interfering behaviors and maximize prosocial replacement behaviors. This course will also include practice in report writing and in developing procedures for documenting the effectiveness of interventions. Prerequisites: Matriculation in PsyD in School Psychology program and completion of SPY 601, 602, 604, 606, and 607, or program permission. Cr 3.

SPY 730 Seminar in Behavioral Assessment and Intervention for Individuals with Emotional and Behavioral Disorders
This doctoral seminar provides students with advanced training in the application of best-practices assessment and treatment of behaviors evoked by depression, anxiety, and other related mental health disorders in children, adolescents and young adults. This advanced course uses a problem solving framework for assessing behavior, designing evidence-based interventions, and collecting data to document the effectiveness of interventions. Prerequisite: Matriculation in PsyD in School psychology program and completion of SPY 601, 602, 604, 606, and 607, or program permission. Cr 3.

SPY 740 Supervision in School Psychology
This doctoral seminar provides training in knowledge and skills pertaining to best practices clinical supervision within the field of School Psychology. Behavioral skills training and performance management strategies will be featured as models for increasing clinical skills of supervisees. Students will review supervision standards established by the National Association of School Psychologists, the American Psychological Association, the Maine Department of Education, and the Maine Board of Examiners of Psychologists. Readings, discussions, and case examples will be used to develop competencies. Students will also (a) conduct a self-assessment of professional competencies in School psychology (e.g., assessment, collaborative problem solving consultation, clinical interventions, evaluating the efficacy of interventions) and (b) use the self-assessment data to design an individualized professional development plan to guide pre-doctoral internship goals, objectives, and learning experiences. Prerequisites: Open to matriculated PsyD in School Psychology students preparing for internship within a year or with program permission. Cr 3.

SPY 751 Directed Study in Clinical Research
This course provides an opportunity for directed study in the clinical research techniques appropriate for educational and clinical settings. Students will select a research topic that advances current knowledge in the field of school psychology and promotes children's academic, social, emotional, or behavioral success within school or clinical settings. Students will conduct a comprehensive literature review, identify a clinically relevant research question, design a research methodology and data analysis plan, prepare hypothesized results, and defend their proposal. Prerequisites: Open to matriculated Psy.D. students who have successfully completed the Psy.D. Comprehensive Examination. Graded Pass/Fail. Cr 3.

SPY 759 Dissertation in School Psychology
This course includes the activities necessary to implement, evaluate, and summarize a research project (dissertation) related to the field of school psychology. After submitting a proposal for approval by the Institutional Review Board and obtaining informed consent from potential research participants, students will implement the research protocol, analyze the resulting data, develop a manuscript to report their findings, and publicly defend their work. Graded Pass/Fail. Prerequisites: Open only to matriculated Psy.D. students who have successfully completed SPY 751. Cr 3 (may be repeated)

SPY 788 Pre-Doctoral Internship in School Psychology
The pre-doctoral internship is the culminating supervised field experience in school psychology. The pre-doctoral internship includes a planned sequence of educational and training experiences to promote students' development of professional-level competencies in the areas of assessment, intervention, consultation, supervision, and applied research. Students enrolled in the pre-doctoral internship complete 1,500-2,000 hours of work experience while receiving a minimum of 4 hours per week of field-based supervision, regular opportunities for peer interaction and support, and systematic formative and summative performance-based evaluations. Students complete a minimum of 750 hours of the pre-doctoral experience in school settings delivering psychological services to children and adolescents, and they complete all hours in educational or clinical settings that provide evidence-based psychological services. The experience may be completed on a full-time basis over one year (no less than 48 weeks) or on a half-time basis over two years (no more than 104 weeks). Prerequisites: Matriculation in the PsyD in School Psychology Program; successful completion of all required academic courses and the comprehensive exam; and permission of the instructor. Cr var. (total of 9 semester hours for the internship).

Extended Teacher Education Program (ETEP) Overview

Faculty 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.

Through our academic requirements, we ensure that our teaching candidates have a solid knowledge base in the subjects they plan to see, and understand the diverse ways students learn. 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 with fellow teaching candidates 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. We invite you to learn more about Teacher Education at USM.

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 (MTL) - Extended Teacher Education Program (ETEP)

Description

The Extended Teacher Education Program (ETEP) prepares candidates for initial teacher certification in Maine. Faculty are committed to providing our teacher candidates simultaneous classroom experiences and course work that help them connect the everyday work with students to theories and research. Through the Extended Teacher Education Program (ETEP), students engage in an intense graduate level internship and post-internship course work to complete the Masters of Science in Education with a concentration in Teaching and Learning (M.S.Ed.- MTL) ETEP, a nationally recognized teacher certification program, includes options for an intensive nine-month, full-time program and a 2 year program with methods courses in the first year and internship courses in the second year. We in ETEP 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 classroom experiences and course work that help them ground their daily practice in current research-based best practices and educational theory.

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.

Program Requirements

The Extended Teacher Education Program (ETEP) consists of the internship and the master's degree in teaching and learning. The program offers two different options to meet the various needs of students.

- Nine-Month Option (K-8 or 7-12)
- Two-year 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 with other teacher education candidates and complete two semesters of mentored internship in public school classrooms. The 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)

The teacher education programs hold national accreditation from the Council for Accreditation of Educator Preparation (CAEP).

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) (36 credits)

EDU 505 Teaching Mathematics K-8
EDU 551 Teaching Social Studies K-8
EDU 552 Teaching Science K-8
EDU 562 Linguistic and Cultural Diversity in the Classroom
EDU 565 Teaching Reading for All Students Including Those with Diverse Abilities and Backgrounds
EDU 566 Teaching Writing for All Students Including Those with Diverse Abilities and Backgrounds
EDU 543 Professional Internship in Elementary Education (6 credits)
EDU 546 Planning and Assessment for Proficiency-Based Learning – I
EDU 547 Planning and Assessment for Proficiency-Based Learning-II
SED 540 Learners who are Exceptional in General Education
SED 520 Multi-tiered Systems of Classroom Support

Secondary (7-12) and World Language (K-12) (33 credits)

SED 520 Multi-tiered Systems of Classroom Support
SED 540 Learners Who are Exceptional in General Education

EDU 514 Improving Teaching in Content Areas Through Literacy for all Students Including Those with Diverse Abilities and Backgrounds
EDU 521 Digital Literacy
EDU 562 Linguistic and Cultural Diversity in the Classroom
EDU 550 Professional Internship in Secondary Education (6 credits)
EDU 546 Planning and Assessment for Proficiency-Based Learning I
EDU 547 Planning and Assessment for Proficiency-Based Learning II
EDU 652 Curriculum Evaluation and Design for Secondary 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

After the certification year, students have five years to complete the additional six credits for their MSEd. Degree completion from a distance on-line is possible in the course sequence.

EDU 600 Research Methods (3 credits)
EDU 643 Inquiry in Education (3 credits)

(EDU 643 may be substituted with SED 699 Directed Study in Special Education, or EDU 667 Professional Educator Capstone)

ETEP 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.

The following are pathways to additional certifications or endorsements an MSEd graduate might consider.

Endorsement for teaching English as a Second Language (ESL) may be obtained through our TESOL program FMI: https://usm.maine.edu/tesol

Master of Science in Special Education

Candidates who want to complete an initial certification in 282 Teacher of Students with Mild to Moderate Disabilities and receive the Master of Science in Special Education may apply to the Special Education Program. The initial certification requires 30 credit hours; an additional 6 credits is needed to complete the Master's degree. FMI: http://usm.maine.edu/special-education

Tk20

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at http://usm.maine.edu/educator-preparation.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Admission Information

For more detailed application information, please refer to the ETEP Application Guide.

Applicant Qualifications

Minimum Requirements for Academic Preparation:

An earned bachelor's degree from an accredited college or university. A cumulative grade point average of 3.0 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 3.0 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 Core 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 Procedures and Required Materials

Application Deadline:

- January 31
- Rolling admissions through May 1 only if certain certification areas have openings. See website for details.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* see below.
- 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. 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.
- Praxis Core Test report.
- Catalog of Experiences (see below).
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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 challenge of teaching is helping to ensure ALL students are provided with an equitable learning experience. What would a school look like that provides all students equal opportunity to learn? What practices to ensure ALL students are learning have you seen, know of, been a part of, or been inspired to emulate?

Testing Requirements

All individuals seeking Maine teacher certification must achieve minimum scores on a basic skills assessment in reading, writing, and math. Praxis Core is therefore a requirement for admission into the M.S.Ed. in Teaching and Learning (ETEP). To pass Praxis Core applicants must have a composite score of 468 (or higher), including all scores within three points of passing. Passing scores: Reading – 156; Writing – 162; Math – 150.

For information about the application process and special admission requirements of the Extended Teacher Education Program, contact the USM Office of Admissions, Abromson Center, 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/extended-teacher-education-program-etep

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.

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.

Extended Teacher Education Program (ETEP) Course Descriptions

ETEP (Teaching and Learning) Course List

The following are courses typically found in the ETEP (Teaching and Learning) program. For a complete list of courses visit the School of Education and Human Development Course Listing page at: https://usm.maine.edu/school-of-education-human-development

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 ETEP program 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. Students will examine various strategies involved in designing and managing a student-centered English Language Arts class. They will explore and apply different theories for teaching English and create classroom activities to develop and expand upon students' capacities to read, write, and speak effectively. Students will learn to see the necessary and important connections between reading and writing. Prerequisites: Open to matriculated interns in the ETEP program or by ETEP program 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 ETEP program 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 ETEP program. 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 program admission. Cr 3.

EDU 514 Improving Teaching in Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition. 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 543 Professional Internship in Elementary Education
This course is a supervised, year-long, internship experience in applying knowledge and skills to the practice of teaching. An intern is assigned to a mentor teacher and classroom at a middle or high school, ideally in a partner district, for direct supervision of day-to-day practice, planning and instruction, and formative assessment. The internship includes a site-based seminar that meets throughout the year. Cr 1-6.

EDU 546 Planning and Assessment for Proficiency Based Learning I
This is the first of a two course series designed for pre-service teachers to be taken concurrently with a school-based placement The course begins with overview of national learning standards and understanding the sociopolitical context of standards based learning from an equity perspective. Students will learn to build lesson plans and series of lessons for their grade level aligned with standards and child development. The foundations of classroom assessment will be addressed (diagnostic, formative and summative) 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 and apply learning in classroom settings. Prerequisites: students must be matriculated into a graduate, teacher certification pathway. Cr 3.

EDU 547 Planning and Assessment for Proficiency Based Learning II
This is the second of a two course series designed for pre service teachers to be taken concurrently with a school-based placement. This course focuses on long term planning, communication about student progress (feedback and grading), and empowering students to take ownership

through the use of student developed rubrics, self, and peer assessments. Students will learn to build unit plans, as well as yearlong plans, aligned with learning standards and assessment systems. Prerequisites: EDU 646; students must be matriculated into a graduate, teacher certification pathway. Cr 3.

EDU 550 Professional Internship in Secondary Education
This course is a supervised, year-long, internship experience in applying knowledge and skills to the practice of teaching. An intern is assigned to a mentor teacher and classroom at a middle or high school, ideally in a partner district, for direct supervision of day-to-day practice, planning and instruction, and formative assessment. The internship includes a site-based seminar that meets throughout the year. Cr 1-6.

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 or by permission of the ETEP program. 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 by ETEP program 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 Teacher Education Pathway, or by ETEP program permission. 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 565 Teaching Reading for all Students in Grades K-8, Including Those with Diverse Abilities and Backgrounds
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 for All Students Including Those with Diverse Abilities and Backgrounds
In this course students will learn to use evidence-based instruction to teach writing for all students. 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 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 teacher certification internship and EDU 600; or by special permission of the instructor. 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: matriculation in ETEP, or by Teacher Education Program permission. 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 following premises: a) students with disabilities are guaranteed an appropriate education that includes engagement with typically developing peers and is based on the general education curriculum to the greatest extent possible; and b) students who are gifted and talented should be educated appropriately based on their academic and artistic abilities. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; assistive technology; state and federal laws regarding students who are exceptional; working with families; Response to Intervention (RtI); and collaboration between all school personnel. Cr 3.

Literacy Education Overview

USM's Literacy, Language, and Culture (LLC) Department is committed to promoting 21st century literacy, multilingualism, and multiculturalism locally and globally by offering graduate certificates and degrees in Literacy Education and Teaching English to Speakers of Other Languages (TESOL). Classroom teachers, educational technicians, adult educators, school administrators, international teachers, and those interested in teaching English abroad are encouraged to apply for a relevant program of study. Literacy Education certificates and degrees are based on the International Literacy Association's Professional Standards for Reading Professionals, which emphasize foundational knowledge; curriculum and instruction; assessment and evaluation; diversity; literate environment; and professional learning and leadership. TESOL certificates and degrees are based on the TESOL Professional Teaching Standards, which emphasize language; culture; planning, implementing, and managing instruction; assessment; and professionalism.

LLC program graduates pursue careers and professional experiences as literacy specialists, literacy interventionists, K-12 and adult education ESL teachers, ESL program directors, Title I directors, English as a Foreign Language teachers, and Peace Corps volunteers. Maine certified teachers may earn additional professional credentials as Literacy Specialists (Maine Certificate 092) and English as a Second Language Teachers (Maine Endorsement 660).

MSEd in Literacy Education

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, writing, listening, and speaking 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 512 Teaching Literature in Grades K-12
- EDU 514 Improving Teaching in Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
- 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)

To earn Literacy Specialist certification the state requires evidence of two years of teaching experience and passing scores on the Praxis Subject

Assessment (5301) for the Reading Specialist.

Tk20 Subscription

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at **http://usm.maine.edu/educator-preparation**.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Admission Information

Applicant Qualifications

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 Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* see below for details.
- 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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.
- Completed and signed Teacher Credential Summary Form

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based

test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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.

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.

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

Admission Information

Applicant Qualifications

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. 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 Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay (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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.
- Completed and signed Teacher Credential Summary Form.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the Literacy, Language, and Culture programs 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 department chair 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 department chair and faculty.

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, Language, and Culture programs. Certificate completers are able to plan effective literacy instruction for their students.

Program Requirements

Total Required Credits: 12

- EDU 512 Teaching Literature in Grades K-12
- EDU 514 Improving Teaching in Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds **or**
- EDU 521 Digital Literacies and Education
- EDU 620 Reading Development and InstructionEDU 626 The Writing Process

Admission Information

Applicant Qualifications

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 Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Personal statement.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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 Course Descriptions

The following are courses typically found in the Literacy, Language, and Culture programs. For a complete list of courses visit the School of Education and Human Development Course Listing page at: https://usm.maine.edu/school-of-education-human-development

EDU 222 Foundations of Language and Literacy Development
This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes a 24-hour school-based field experience. Prerequisite: HRD 200 and matriculated in a teacher education pathway, or department permission. 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. Prerequisite: HRD 200: Multicultural Human Development. Cr 3.

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 414 Improving Teaching in the Content Areas through Literacy for all Students Including Those with Diverse Abilities and Backgrounds
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition. Prerequisites: Matriculated into a teacher education pathway or department permission. Cr 3.

EDU 512: Teaching Literature in Grades K-12
In this course, educators will examine the role of literature in literacy learning. Emphasis will be on the promotion of wide reading in a variety of genres and attending to the appropriate selection of literature to meet reading interests, needs, and abilities of students K-12. In addition to examining criteria for evaluating and selecting materials, participants will consider curriculum implications and learn creative strategies for teaching children's and adolescent literature and enhancing reading for all students. Participants will have the opportunity to develop projects and investigate areas of interest to fulfill their professional needs. 3 Cr.

EDU 514 Improving Teaching in Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition. 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 522 Foundations of Language and Literacy Development
This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes practicum assignments to be completed during internship. Prerequisite: Matriculated into teacher education pathway or program approval. Cr 3.

EDU 525: Invitational Summer Writing Institute
This course is an introduction to the principles and practices of the Southern Maine and National Writing Projects. Fellows (i.e., those enrolled as students in the course) will explore and reflect upon the craft of writing through reading and discussion, and will learn effective practices for the teaching of writing. In addition, Fellows will produce portfolios of their writing, participate in writing groups, demonstrate writing strategies through various activities, and develop a philosophy on the teaching of writing. Prerequisite: by permission of the instructor. Cr 3.

EDU 526: Invitational Fall Writing Institute
This course builds on the principles and practices of the Southern Maine and National Writing Projects introduced in EDU 525, Invitational Summer Writing Institute. Fellows (i.e., those enrolled as students in the course) will further explore and reflect upon the craft of writing through reading and discussion, and continue to learn effective practices for the teaching of writing. In addition, Fellows will complete portfolios of their writing, participate in writing groups, demonstrate writing strategies through various activities, and develop a philosophy on the teaching of

writing. Lastly, Fellows will engage in reflection and/or research to develop their teaching practice and to share their learning with others. Prerequisite: EDU 525. 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 principal 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 for all Students in Grades K-8, Including Those with Diverse Abilities and Backgrounds
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 for All Students Including Those with Diverse Abilities and Backgrounds
In this course students will learn to use evidence-based instruction to teach writing for all students. 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 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 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 and open to matriculated students in the MSEd. in Literacy or TESOL, or by program permission. 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 623 TESOL Practicum
The practicum in Teaching English to Speakers of Other Languages is designed to accommodate students in the TESOL program who are ESL teachers, mainstream teachers working on getting ESL-endorsed by the state, international students, and adult educators. In this course, students acquire practical ESL/EFL teaching experience in the field while applying knowledge gained through coursework and research. The course is aligned with the TESOL standards. Prerequisite: Matriculated students who have completed 24 credit hours of program course work. 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 in 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. 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 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 TESOL master's sequence (except EDU 623); CAS students may request permission to enroll. Prerequisites: By program permission. Cr 3.

EDU 637: Contemporary Approaches to Literacy Leadership
This course will examine contemporary approaches to school-wide literacy and build capacity for teachers and school leaders to carry out the school's literacy mission. It will offer direction and support to those charged with organizing and delivering effective literacy instruction to K-12 students, as well as adult education students. Topics will include the roles of literacy specialists, literacy coaches, and literacy interventionists; methods for working with struggling readers and writers and their teachers; strategies for assessment and analysis of data; theories of adult learning and development; strategies for leading professional development, peer coaching, and collegial support; ways to involve families and the

community in literacy; and the changing design of our schools to best meet the needs of all students through culturally responsive leadership. Practicing teachers, literacy interventionists and specialists, school leaders, and adult educators are encouraged to enroll. Cr. 3

EDU 639 Practicum in Literacy Education
The Practicum in Literacy Education is designed to be an intense capstone experience that prepares candidates for endorsement as a literacy specialist. According to the International Literacy Association, literacy specialists are responsible for 1) developing, leading, or evaluating the school or district pre-K–12 reading and writing program, 2) supporting teacher learning, and 3) working with students who struggle with reading. The practicum is intended to model an effective literacy program where graduate students assume these responsibilities and are expected to meet the competencies set forth by the International Literacy Association**.** Prerequisite: 21 credits in literacy coursework including the following literacy content courses: EDU 565 or EDU 620, and EDU 566 or EDU 626, and EDU 511 or EDU 513, and EDU 514, and EDU 621, and permission of the instructor. 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 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 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.

Montessori Early Childhood Education Overview

The Master of Science in Education in Montessori Early Childhood Education program focuses on preparing professional teachers to understand the theory and practice of teaching and learning. Through the Montessori Early Childhood Education program, students complete all requirements for the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE) early childhood (ages 2.5-6) teacher certification and for (081) birth-5 teacher certification with the Maine Department of Education. The coursework also allows students who complete an internship in grades kindergarten through grade 3 eligible to apply for (029) Early Elementary Endorsement K-3.

The program is offered in collaboration with 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.

MSEd in Montessori Early Childhood Education

Description

The Master of Science in Education in Montessori Early Childhood Education program focuses on preparing professional teachers to understand the theory and practice of teaching and learning. Through the Montessori Early Childhood Education program, students complete all requirements for the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE) early childhood (ages 2.5-6) teacher certification and for (081) birth-5 teacher certification with the Maine Department of Education. The coursework also allows students who complete an internship in grades kindergarten through grade 3 to apply for (029) Early Elementary Endorsement K-3.

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Program Requirements

The Master of Science in Education in Montessori Early Childhood Education is a 40 credit hour degree that 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) credential, Maine's Department of Education early childhood (ages 2.5-6) teacher certification (081) and (029), and the Master of Science in Education.

This cohort based, full-time, one to two year program begins in the summer and continues through the following two academic semesters. Coursework located at Winfield Children's House is concurrent with an internship in a program approved Early Childhood Montessori or early elementary 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 (may also substitute: SED 699 Directed Study in Special Education, or EDU 667 Professional Educator Capstone), at USM.

Course Requirements (40 credits)

ECE 510 Practical Applications of the Montessori Method for Students with Exceptionalities (3 crs)
ECE 511 Classroom Leadership and Environmental Design in an Early Childhood Montessori Classroom (2 crs)
ECE 512 Montessori Principles and Philosophy (3 crs)
ECE 513 Child Development, Family and Community (3 crs)
ECE 514 Practical Life in the Early Childhood Montessori Classroom (2 crs)
ECE 515 Sensorial in the Early Childhood Montessori Classroom (2 crs)
ECE 516 Early Childhood Assessment and Observation (3 crs)

ECE 520 Language Arts in the Early Childhood Montessori Classroom (3 crs)
ECE 521 Mathematics in the Early Childhood Montessori Classroom (3 crs)
ECE 522 Cultural Subjects -Science in the Early Childhood Montessori Classroom (3 crs)
ECE 523 Cultural Subjects - Social Studies in the Early Childhood Montessori Classroom (3 crs)
ECE 525 Early Childhood Practicum (2 crs)
ECE 526 Early Childhood Internship (2 crs)
EDU 600 Research Methods and Techniques (3 crs)
EDU 643 Inquiry in Education (3 crs)

Tk20 Subscription:

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at **http://usm.maine.edu/educator-preparation**.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Admission Information

Applicant Qualifications

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.

Passing scores for Praxis Core Academic Skills for Educators Reading, Writing, and Mathematics.

Application Procedures and Required Materials

Application Deadlines:

January 30
Rolling after January 30 if space available

Application must include:

- Application: Online Application
- The application fee of $65.00
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume showing history of employment, education, and community service.
- Essay (see below).
- 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. 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.
- Praxis Core Test report (see below for passing scores)
- Catalog of Experiences (see below).
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Special Essay Question:

The essay applicants submit is a replacement to the standard essay question in Graduate School Application. It is a thoughtful response to the following prompts:

- 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 Core is therefore a requirement for admission into the Montessori program. To pass Praxis Core applicants must have a composite score of 468 (or higher), including all scores within three points of passing. Passing scores: Reading – 156; Writing – 162; Math – 150.

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.

School Psychology Overview

Program Faculty

Professors: Mark Steege, PhD, NCSP, BCBA-D
Assistant Professors: Jamie Pratt, PsyD, BCBA-D and Garry Wickerd, PhD, NCSP, BCBA
Associate Professor Emerita: Rachel Brown, PhD, NCSP
Part-Time Lecturers: Erin Beardsley, PsyD, NCSP, BCBA-D and Alexis Kiburis, PsyD, NCSP

Program Mission and Philosophy

The School Psychology program at the University of Southern Maine prepares graduates for careers as professionally credentialed school psychologists.

The mission of the program is to prepare practitioner-scientists who provide collaborative, evidence-based school psychology services that help school-aged children succeed academically, socially, emotionally, and behaviorally. The program seeks to prepare school psychologists for applied practice in schools and related settings by emphasizing the knowledge and skills endorsed by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Coursework and field placements are designed to promote general knowledge in the fields of education and psychology and targeted competencies in assessment, intervention, consultation, and applied research.

The program endorses four primary practice models and philosophical approaches:

1. **Evidence-based practice.** This is the organizing theme that permeates the training program and defines a best practices approach to service delivery. Within this model, school psychologists utilize assessment methods and interventions that are empirically-based. This means that school psychologists (a) rely exclusively on assessment methods that have been demonstrated to be reliable, valid, and accurate, and (b) endorse and apply only those interventions that have been subjected to scientific analysis and have yielded socially meaningful outcomes.
2. **Problem-solving.** School psychologists utilize a collaborative problem-solving approach as the basis for all professional activities. The problem-solving framework is applied to a continuum of services that include assessment, intervention (e.g., consultation, counseling, social skills training, positive behavioral supports), and program evaluation.
3. **Data-based decision-making.** School psychologists utilize reliable and valid assessment data to (a) determine students' eligibility for services, (b) design student and systems-level interventions, and (c) monitor students' progress and evaluate program outcomes. Emphasis is placed on the use of criterion-referenced, curriculum-based, and behavioral assessments to address the academic, social, emotional, and behavioral needs of referred students.
4. **Applied behavior analysis.** School psychologists conduct Functional Behavioral Assessments (FBA) to identify and accurately measure those variables that elicit, occasion, motivate, and reinforce behaviors that interfere with and/or contribute to students' acquisition of academic, social, emotional, and behavioral skills. The results of assessments are used as the basis for designing individually-tailored, behavior analytic interventions that promote the development of socially meaningful behaviors. School psychologists collaborate with team members in the design, implementation, and evaluation of these interventions using single case design methodologies.

Programs of Study

The USM School Psychology program offers two degrees:

1. Master of Science in Educational Psychology: School Psychology Concentration (84 credits)
2. Doctor of Psychology in School Psychology (111 credits)

Both degree programs include requirements for coursework, field-based experiences, and applied research projects. The doctoral program expands on the specialist-level (master's degree) program by emphasizing advanced competencies in (a) applied research, (b) clinical supervision, and (c) assessment and intervention for school-aged children with low incidence, high intensity academic, social-emotional, and behavioral needs.

Graduates of both programs are eligible to apply for state and national certification as School Psychologists. These credentials permit the full range of professional practice within school settings. Graduates of the doctoral program who obtain a year of postdoctoral supervision also may be eligible to apply for licensure in Psychology, which expands career opportunities beyond school settings (e.g., private practice, clinics, and hospitals).

PsyD in School Psychology

Description

The Doctor of Psychology (PsyD) in School Psychology program prepares graduates for careers as professionally credentialed doctoral-level school psychologists. School psychologists typically deliver assessment, intervention, consultation, and supervision services within schools, clinics, hospitals, or related behavioral health settings to promote academic, social-emotional, and behavioral success for school-aged children.

The PsyD program of study is designed to align with the standards for professional training and credentialing established by the Maine Department of Education, the Maine Board of Examiners in Psychology, the National Association of School Psychologists (NASP), and the American Psychological Association (APA). Accordingly, the program integrates coursework and field-based experiences to promote general knowledge in the fields of education and psychology and targeted competencies in assessment, intervention, consultation, supervision, and applied research. Students also gain competencies in data-based decision-making, collaborative-problem-solving, applied behavior analysis, and ethical-legal standards.

The PsyD program requires a total of 111 graduate credits, which include 600 hours of practica, an empirically-based dissertation, and a culminating 1,500 hour predoctoral internship. Students who opt to enroll in three additional courses are eligible to earn an MS in Educational Psychology (Applied Behavior Analysis Concentration) along the way to the PsyD degree.

Graduates of PsyD program are eligible to apply for multiple professional credentials, including:

- **Certification as School Psychologist.** Graduates of the PsyD program are eligible to apply for (a) state certification as a School Psychologist-Doctoral (093) through the Maine Department of Education and (b) national certification as a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP).
- **Licensure as a Psychologist.** The PsyD program meets the education standards established by the Maine Board of Examiners of Psychologists for licensure as a Psychologist in the state of Maine. Graduates who complete an additional 1500 hour (48 week) post-doctoral training experience under the supervision of a licensed Psychologist are eligible to apply for licensure and sit for the required examinations.
- **Certification as a Board Certified Behavior Analyst.** Students who enroll in select elective courses, complete 1500 hours of supervised independent fieldwork, and pass a national examination are eligible for credentialing as a Board Certified Behavior Analyst (BCBA).

Program Requirements

The Doctor of Psychology (PsyD) degree in School Psychology is awarded upon completion of the following 111 graduate 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 688 Human Development
- SED 540 Learners Who are Exceptional in General Education
- SED 682 Special Education Regulations, Procedures, and the IEP Team
- SPY 601 Behavioral Principles of Learning
- SPY 602 Single Case Research Methods
- SPY 604 Functional Behavioral Assessment
- SPY 606 Principles and Procedures for Behavior Intervention
- SPY 607 Consultation and Collaborative Problem-Solving
- SPY 609 Professional Ethics in Psychology
- SPY 610 Systems-Level Services to Promote Social, Emotional, and Behavioral Health
- SPY 620 Multi-tiered Systems of Academic Support for General and Special Education
- SPY 670 Cognitive-Affective Bases of Behavior
- SPY 671 Physical Bases of Behavior
- SPY 672 Assessments and Interventions to Develop Academic Skills
- SPY 673 Social Foundations of Behavior
- SPY 674 Psychopathology
- SPY 675 Indirect Behavioral Assessment

- SPY 677 Cognitive Assessment
- SPY 679 Diversity in the Science and Practice of Psychology
- SPY 693 School Psychology Practicum I
- SPY 694 School Psychology Practicum II
- SPY 697 Statistics
- SPY 709 History, Systems, and the Profession of Psychology
- SPY 727 Seminar in Academic Assessment and Intervention
- SPY 729 Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities
- SPY 730 Seminar in Behavioral Assessment and Intervention for Individuals with Emotional and Behavioral Disorders
- SPY 740 Supervision in School Psychology
- SPY 751 Directed Study in Clinical Research
- SPY 759 Dissertation in School Psychology (6 credits)
- SPY 788 Predoctoral Internship in School Psychology (9 credits)

Elective courses required to earn the MS in Educational Psychology (Applied Behavior Analysis Concentration) “along the way” include the following:

- SPY 606 Principles and Procedures for Instructional Intervention
- SPY 608 Professional Ethics in Behavior Analysis
- SPY 640 Supervision and Performance Management in Behavior Analysis

Admission Information

Applicant Qualifications

In addition to meeting the minimum admission requirements of the University, applicants to the PsyD program must meet the following admission requirements:

- An earned bachelor's or graduate degree from an institution of higher learning accredited (at the time the credits were earned) by a regional and/or national accrediting body.
- A minimum cumulative grade point average of 2.75 (on a 4.0 scale) in a baccalaureate degree program OR a minimum cumulative grade point average of 3.25 in a graduate degree program.
- A minimum combined Verbal and Quantitative test score of 300 on the Graduate Record Exam (GRE) completed within five years of application.
    - Note: Applicants who do not meet minimum GRE eligibility requirements may submit a letter requesting special consideration and providing evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who do not meet minimum GRE score eligibility requirements may be denied automatically. Exceptions to this policy will be considered on a case-by-case basis and are at the discretion of program faculty.

Application Procedures and Required Materials

Deadline: January 1, 2019 (Summer/Fall 2019 matriculation)

Complete application packets must be received by the admission deadline listed above. Applicants who meet the minimum requirements may be selected to participate in a formal interview with program faculty. Applicants’ academic and professional history, exam scores, writing samples, professional references, and interview performance will be considered in decision-making for admissions.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- A current resume/curriculum vitae.
- Two essays (see below for special essay instructions).
- Three letters of recommendation attesting to the applicant's ability to succeed in graduate school and a career in school psychology. Only professional letters of recommendations will be accepted. Letters from professors, professionals in the field of school psychology, and/or supervisors from employment/internship settings are recommended. Letters from family members and friends will not be accepted.
- Official GRE scores (see below for details)
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional

information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Special Essay Instructions

Applicants to the PsyD program are required to submit two essays with their application packets. Applicants must respond to the following prompts in two separate essays:

- The USM School Psychology program embraces a behavior analytic, problem-solving model of service delivery. Describe your understanding of applied behavior analysis and the problem-solving framework. How do these models align with your professional interests and goals?
- The USM School Psychology program endorses evidence-based practice. Describe what is meant by the term "evidence-based practice." What role should evidence-based practice play in the delivery of school psychology services?

Testing Requirements

All applicants to the PsyD in School Psychology program must submit scores from the Graduate Record Exam (GRE) taken within five years of application. The minimum combined score for the Verbal and Quantitative tests is 300.

Applicants who do not meet minimum GRE score requirements must enclose a letter requesting special consideration. The letter should provide evidence of an ability to complete doctoral studies successfully. Without such a letter, applicants who do not meet minimum test score requirements may be automatically denied.

Transfer Policies

A maximum of two courses (6 graduate credits) comprising the program of study for the PsyD in School Psychology may be completed prior to matriculation.

Admitted students may request permission to transfer up to 45 graduate credits toward the PsyD in School Psychology degree. In order for credits to be considered for transfer, the following criteria must be met:

- The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a United States institution of higher

learning accredited (at the time the credits were earned) by a regional and/or national accrediting body.

- The credits must have been earned for a course that is equivalent, in terms of content knowledge and skill requirements, to one required within USM's PsyD program.
- The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
- Credits must have been earned within 6 years prior to matriculation in the PsyD program (see note below for exceptions).
- Credits for behavior analytic courses must be transferred from a program that is verified by the Behavior Analyst Certification Board to meet the Fourth Edition Task List standards.

In general, only courses completed within 6 years prior to matriculation in the PsyD program will be considered for transfer credit. However, the program may, at its discretion, consider awarding transfer credit for coursework completed more than 6 years prior to matriculation when students: (a) developed initial competence in the professional practice area through coursework and (b) continued to update their competency through professional experiences (e.g., relevant professional employment, supervision, and continuing education).

For each graduate course the student wishes to have considered for transfer credit, the student must submit a course equivalency request (CER) form to the Department Chair. This request must include the following:

- The previously completed course number and title and the USM-equivalent course number and title;
- A brief (two- to three-sentence) rationale for why the previously completed course should be considered equivalent to the USM course;
- A transcript (copy is acceptable) documenting the grade earned in the previously completed course;
- The syllabus for the previously completed course; and
- Relevant supporting documentation as needed (e.g., list of required and suggested readings, reports, papers, tests, etc.).

Course equivalency requests will be reviewed by the Department Chair and a faculty designee who has expertise in the relevant content area. The Chair or faculty designee may request additional information, such an official transcript or permanent work products from the course, or seek permission to consult with the previous instructor. After reviewing the course equivalency request, the Chair or faculty designee will make a recommendation to the school psychology program faculty, and the faculty will vote to determine whether or not to grant transfer credit. The Chair will inform the student about the faculty decision, and the result of the request will be documented in the student's program file. If transfer credits are approved, the program will notify the USM Registrar to enter the official transfer onto the student's record. Transferred credits will be noted on the student's USM transcript and counted toward the student's degree program of study.

Note: Graduate students matriculated in an APA-accredited doctoral-level school psychology programs at another university may transfer into the PsyD program if they complete their final 45 credit hours, including two years of full time coursework, the dissertation requirement, and the predoctoral internship, at USM.

Tk20 Subscription

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at **http://usm.maine.edu/educator-preparation**.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

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, practica, or internships through their USM program should be aware that their host facility may require a criminal background check, finger printing, and/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 or certification by the state or national credentialing 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.

School Psychology Course Descriptions

The following are courses typically found in the Educational and School Psychology programs. For a complete list of courses visit the School of Education and Human Development Course Listing page at: https://usm.maine.edu/school-of-education-human-development

SPY 425 Multi-Tier Mathematics Instruction and Assessment
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive mathematics instruction and assessment for students in kindergarten through grade 12. Starting with the five foundations of mathematics 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 mathematics instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive mathematics instruction based on student learning needs. Students will learn how to select and use scientifically validated mathematics instruction practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3 mathematics instruction and assessment. Prerequisites: None. Cr 3.

SPY 427 Multi-Tier Reading Instruction and Assessment
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive reading instruction and assessment for students in kindergarten through grade 12. 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 and assessment practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3) reading instruction. Prerequisites: None. 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.

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 studies. General topics include the philosophical assumptions of behavior analysis, basic behavioral principles, learning with and without words, and behavior analytic measurement concepts. Specific topics include respondent behavior and conditioning, operant behavior and conditioning, stimulus control, motivating operations, schedule influences on behavior, observational learning, and verbal and rule-governed behavior. The course is designed to provide students with a foundational understanding of the concepts and principles of behavior analysis and thereby provide a solid grounding for assessment and intervention courses with a behavior analytic orientation. Prerequisites: None. Cr 3.

SPY 602 Single Case Research Methods
This course is designed to introduce students to research designs used in a comprehensive, systematic process of decision making and problem solving. This course will emphasize methods for evaluating the effectiveness of academic and behavioral interventions for school-aged children. A history of experimental design, types of experimental reasoning, and experimental validity lay the groundwork for understanding how single-case research designs are used to assess the efficacy of applied interventions. Students will learn how to identify and record behaviors, analyze and display data, match research designs to the research question, and flexibly employ research designs in applied settings. Finally, students will be exposed to technology and information resources applicable to conducting single-case research. Prerequisites: Satisfactory completion of SPY 601 or program permission. Cr 3.

SPY 604 Functional Behavioral Assessment
This course examines a variety of behavioral assessment methods for (a) identifying the variables that contribute to behavioral problems and (b) guiding the design of effective behavioral interventions. Functional behavioral assessment techniques covered in this course include interviews, observations, descriptive assessments, and functional analyses. Applied learning experiences integrated throughout the course provide students with opportunities to practice designing, conducting, and interpreting functional behavioral assessments. Prerequisites: SPY 601 and 602 or program permission. Cr. 3.

SPY 605 Principles and Procedures for Instructional Intervention
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 empirically supported interventions for promoting academic, social, communication, and life skills. Procedures such as shaping, chaining, discrete trial teaching, task analysis, incidental teaching, functional communication, and direct social skills instruction will be considered. Prerequisites: SPY 601 or program permission. Cr 3.

SPY 606 Principles and Procedures for Behavior Intervention
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 to decrease disruptive behaviors and increase adaptive replacement behaviors. The course includes a blend of assigned readings, lecture, discussion, clinical case examples, and applied

learning experiences to develop student competencies. The dynamic interactions between academic, social-emotional, behavioral, and diversity influences on student functioning will be considered. Prerequisites: SPY 601 and SPY 605 or program permission. Cr 3.

SPY 607 Consultation and Collaborative Problem-Solving
This course examines how school psychologists and behavior analysts utilize collaboration and consultation skills to promote effective implementation of interventions that address the academic, social-emotional and behavioral needs of school-aged children and their families. This course will review varied models of consultation (e.g., behavioral, mental health, and problem-solving) and analyze the skills needed to collaborate effectively with diverse individuals (e.g., parents/caregivers, educators, and community professionals). The role of consultation will be explored within a data-based, collaborative problem-solving approach to the delivery of a continuum of services that include assessment (e.g., functional behavioral assessment), intervention (e.g., behavior intervention plans), staff supports (e.g., behavioral skills training), and the application of single case research designs to evaluate the effectiveness of interventions. This course includes a blend of lecture, discussion, role play and applied learning experiences. Prerequisites: SPY 601, SPY 602, SPY 604, SPY 605, SPY 606, and SPY 608, or program permission. 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 *Professional and Ethical Compliance Code for Behavior Analysts.* Prerequisites: Matriculation in Educational or School Psychology program, or program 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, and the Maine Board of Examiners of Psychologists. Special consideration is given to school psychologists ethical obligations to promote family-school collaboration. Prerequisites: Matriculation in School Psychology Program, or with program permission. Cr 3.

SPY 610 Systems-Level Services to Promote Social, Emotional, and Behavioral Health
This course provides knowledge of principles and research related to multitiered prevention systems, resilience and risk factors associated with social-behavioral problems, and evidence-based strategies for crisis intervention. Emphasis will be placed on developing skills necessary to achieve collaboration between school and family systems to enhance the social-behavioral outcomes of students. Prerequisites: Matriculation in School Psychology program, or program permission. Cr 3.

SPY 620 Multitiered Systems of Academic Support for General and Special Education
This course provides training in knowledge and skills for the implementation of a multitiered system of support (MTSS) in school settings, including students with suspected or identified disabilities. Students will gain knowledge about school system structures and organization, including general and special education. Through a problem-solving framework, students will learn how to conduct universal academic screening in order to identify students who might be at risk for later academic difficulties. Based on knowledge of human development and effective instructional methods, students will learn to select, implement, and use evidence-based instructional methods and progress monitoring to evaluate individual and group outcomes. Emphasis will be placed on the principles of effective instruction and the importance of collaboration among school personnel to help all students access effective instruction through a multitiered continuum of services. Students will gain knowledge about the importance of intervention integrity and regular data review procedures in order to support the academic learning needs of all students. Prerequisites: None. Cr 3.

SPY 625 Advanced Multi-Tier Instruction and Assessment for Mathematics
This course will provide advanced training in application of knowledge and skills related to multi-tier (MTSS) methods to support elementary mathematics instruction and assessment. Students will learn how to select and use universal benchmark screening measures, empirically-based core curricula, supplemental and intensive math interventions, and weekly progress measures. Through readings, discussion and practice, students will develop the skills necessary to set up, implement, and evaluate MTSS practices to support elementary math achievement for all students. Cr 3.

SPY 627 Advanced Multi-Tier Instruction and Assessment for Reading
This course will provide advanced training in application of knowledge and skills related to multi-tier (MTSS) methods to support instruction and assessment for students with reading disorders**.** Students will learn how to select and use universal benchmark screening measures, empirically-based core curricula, supplemental and intensive reading interventions, and weekly progress measures. Through readings, discussion and practice, students will develop the skills necessary to set up, implement, and evaluate MTSS practices to support reading achievement for all students. Cr 3.

SPY 640 Supervision and Performance Management in Applied Behavior Analysis
This seminar provides training in knowledge and skills pertaining to best practice methods of personnel supervision and management within the field of Applied Behavior Analysis. Behavioral skills training and performance management strategies will be featured as models for increasing behavior analytic competencies of supervisees. Students will review ethical and supervision standards established by the Behavior Analyst Certification Board. Through readings, discussions, and case examples, students will: (a) conduct a self-assessment of professional competencies

in applied behavior analysis and (b) use the self-assessment data to design an individualized professional development plan to guide goals, objectives, and learning activities when conducting or receiving supervision. Prerequisites: Successful completion of SPY 601, SPY 602, and SPY 604 and matriculation in the Certificate in Applied Behavior Analysis or MS in Educational Psychology (with concentration in Applied Behavior Analysis) program, or program permission required. Cr 3.

SPY 670 Cognitive Affective Bases of Behavior
This course provides an in-depth study of cognition and affect, including perception, attention, learning and thinking, memory, executive functioning, self-control, motivation, and language. The course provides students with knowledge about (1) biological, cultural, and social influences on cognitive skills, (2) human learning, cognitive, affective, and developmental processes, and (3) biological, cultural, social, and developmental influences on behavior, mental health, and learning. Prerequisites: Matriculation in the School Psychology program, or program permission. Cr 3.

SPY 671 Physical Bases of Behavior
This course examines the biological bases of behavior. Biological, anatomical, physiological, neurological, biochemical, and endrocrinological factors that influence behavior are explored. The course also considers the structure and function of the nervous system in relation to both typical and atypical patterns of child development and functioning. Accordingly, biological influences on learning, memory, attention, motivation, emotion, and other domains of educational performance will be discussed. Prerequisites: None. Cr 3.

SPY 672 Assessments and Interventions to Develop Academic Skills
This course is designed to prepare students to engage in a comprehensive systematic process of effective decision making and problem solving while conducting academic assessments and designing academic interventions for children of all backgrounds. Students will learn to select, administer, score, and interpret measures of academic achievement including published norm-referenced tests, criterion-referenced tests, curriculum-based assessments, and performance-based assessments as part of data collection process relevant to assessment. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem solving process that provides data to determine the effectiveness of instructional interventions. During the assessment and intervention processes, students will learn how to apply their knowledge of human learning, cognition, development, and technology as well as knowledge of biological and social factors to enhance children's cognitive and academic skills. Prerequisites: Successful completion of EDU 600 and HCE 605 and matriculation in the School Psychology program, or program permission. Cr 3.

SPY 673 Social Foundations of Behavior
This course examines the social foundations of behavior. Students will gain an understanding of the science of social psychology by reading and critically evaluating both classic and current research in the field. Topics such as conformity, mass communication and persuasion, social cognition, self-justification, human aggression, stereotypes and prejudice, group dynamics, and inter-group relations will be explored. Emphasis will be placed on understanding the implications of social psychology research for promoting prosocial behavior in school environments. 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: Matriculation in the School Psychology program, or program permission. 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 psycho-social interviews, behavior rating scales, social skills assessments, and adaptive behavior assessments. This course includes practical experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Prerequisites: Matriculation in the School Psychology program and satisfactory completion of EDU 600 and HCE 605, or program permission. Cr 3.

SPY 677 Cognitive Assessment
This course is designed to prepare students to conduct cognitive assessments which inform academic interventions. Students will learn to select, administer, score, and interpret measures of intellectual functioning. Students will develop an understanding of how to use measures of intellectual functioning as part of a comprehensive problem-solving process that drives effective accommodations and interventions. Prerequisites: EDU 600, HCE 605, and matriculation in the School Psychology program. 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. Students will identify individual differences and diverse characteristics that impact student learning. Readings and discussion will emphasize understanding the influence of diversity factors in order to promote effective and equitable assessment and intervention practices. The identification and development of skills to collaborate with school staff, interpreters, cultural brokers, and community liaisons will explored through case studies and role-play. Students will participate in activities to help recognize in themselves and others subtle racial, class, gender, and cultural biases that may influence decision-making, instruction, behavior, and outcomes for students. Ethical and legal considerations for working with students of

diverse backgrounds will also be highlighted. Prerequisites: Matriculation in school psychology program or program permission. Cr 3.

SPY 693 School Psychology Practicum I
The 300 clock hour Practicum I is an introductory supervised experience in school psychology. Practicum I provides students with introductory experiences in school psychology and an opportunity to gain familiarity with the culture, systems, and educational practices within schools. Students in the School Psychology Program must complete 3 credits of SPY 693 during the first 2 years in the program, and they typically complete 1 credit per semester. Students complete practicum experiences on an individualized basis under the joint supervision of an appropriately certified/licensed school psychologist in the placement setting and a member of the core School Psychology Program faculty. Supervisors work individually with students to plan and complete a sequence of activities representing the core domains of school psychology practice. Prerequisites: Matriculation in the School Psychology program and program permission. Cr 1-3.

SPY 694 School Psychology Practicum II
The 300 clock hour Practicum II is an advanced experience within a school or related clinical setting. Practicum II provides students with supervised experiences in psychological assessment, intervention, consultation and other aspects of school psychology practice. Students in the School Psychology Program must complete 3 credits of SPY 694 during the last 2 years of coursework, and they typically complete one credit per semester. Students complete practicum experiences on an individualized basis under the joint supervision of an appropriately licensed/credentialed school psychologist in the placement setting and a member of the core School Psychology Program faculty. Supervisors work individually with students to plan and complete a sequence of activities representing a broad range of psychological services and all domains of school psychology practice. Prerequisites: Satisfactory completion of 3 credits of SPY 693 and program permission. Cr 1-3.

SPY 697 Statistics
This course is designed to introduce students to quantitative research designs used in a comprehensive, systematic process of decision making and problem solving. This course will emphasize the application of inferential statistics for program evaluation and applied research projects in education and psychology. Students will learn and apply basic parametric and non-parametric statistical procedures, including t-tests, Chi Square, Regression, and ANOVA. Students will learn how to analyze and display data, match research designs to the research question, and flexibly employ research designs in applied settings. Finally, students will be exposed to technology and information resources applicable to conducting statistical research. Cross-listed with EDU 705. Prerequisites: Satisfactory completion of EDU 600 or program permission. Cr 3.

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: Matriculation in Psy.D. in School Psychology. Cr var.

SPY 709 History, Systems, and the Profession of Psychology
This course covers the history of modern psychology and describes the development and role of school psychology as a specialty area. The history of multiple service delivery models and methods of school psychology will be explored through readings and research. Additionally, students will develop knowledge related to professional dispositions and effective practice as a school psychologist. To enhance professional practice, students will learn about relevant technology and identify professional development opportunities. Prerequisites: Matriculation in PsyD in School Psychology Program or program permission. Cr 3.

SPY 727 Seminar in Academic Assessment and Intervention
This course provides in-depth training in knowledge and skills for academic assessment and intervention practices. Through a problem-solving framework, students will learn advanced practices in screening and individual assessment methods to inform interventions aimed at improving academic engagement and learning for all students including those of diverse backgrounds. Students will increase their ability to use ethical practices to evaluate the suitability, acceptability, and usability of academic interventions by reviewing relevant research and other data sources. Based on knowledge of cognition, learning, and developmental processes, students will broaden their ability select, implement, and use data to evaluate evidence-based academic interventions. Emphasis will be placed on developing collaborative skills to be able to work with other school personnel in the assessment and intervention process. Students will gain advanced knowledge in the use of information and assistive technology resources to enhance learning, intervention acceptability, and treatment fidelity. Prerequisites: Matriculation in PsyD in School Psychology program and completion of SPY 620 and SPY 672, or program permission. Cr 3.

SPY 729 Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities
This doctoral seminar provides training in knowledge and skills pertaining to best practices in conducting functional behavioral assessment and using the results of assessments to design individually tailored function-based interventions. This course will emphasize the application of behavior analytic problem solving approach to address a wide range of referral concerns (e.g., self-injurious, aggressive, stereotypic, destructive oppositional, and other forms of interfering behaviors) with a focus on developing strategies that minimize interfering behaviors and maximize prosocial replacement behaviors. This course will also include practice in report writing and in developing procedures for documenting the effectiveness of interventions. Prerequisites: Matriculation in PsyD in School Psychology program and completion of SPY 601, 602, 604, 606, and 607, or program permission. Cr 3.

SPY 730 Seminar in Behavioral Assessment and Intervention for Individuals with Emotional and Behavioral Disorders
This doctoral seminar provides students with advanced training in the application of best-practices assessment and treatment of behaviors evoked

by depression, anxiety, and other related mental health disorders in children, adolescents and young adults. This advanced course uses a problem solving framework for assessing behavior, designing evidence-based interventions, and collecting data to document the effectiveness of interventions. Prerequisite: Matriculation in PsyD in School psychology program and completion of SPY 601, 602, 604, 606, and 607, or program permission. Cr 3.

SPY 740 Supervision in School Psychology
This doctoral seminar provides training in knowledge and skills pertaining to best practices clinical supervision within the field of School Psychology. Behavioral skills training and performance management strategies will be featured as models for increasing clinical skills of supervisees. Students will review supervision standards established by the National Association of School Psychologists, the American Psychological Association, the Maine Department of Education, and the Maine Board of Examiners of Psychologists. Readings, discussions, and case examples will be used to develop competencies. Students will also (a) conduct a self-assessment of professional competencies in School psychology (e.g., assessment, collaborative problem solving consultation, clinical interventions, evaluating the efficacy of interventions) and (b) use the self-assessment data to design an individualized professional development plan to guide pre-doctoral internship goals, objectives, and learning experiences. Prerequisites: Open to matriculated PsyD in School Psychology students preparing for internship within a year or with program permission. Cr 3.

SPY 751 Directed Study in Clinical Research
This course provides an opportunity for directed study in the clinical research techniques appropriate for educational and clinical settings. Students will select a research topic that advances current knowledge in the field of school psychology and promotes children's academic, social, emotional, or behavioral success within school or clinical settings. Students will conduct a comprehensive literature review, identify a clinically relevant research question, design a research methodology and data analysis plan, prepare hypothesized results, and defend their proposal. Prerequisites: Open to matriculated Psy.D. students who have successfully completed the Psy.D. Comprehensive Examination. Graded Pass/Fail. Cr 3.

SPY 759 Dissertation in School Psychology
This course includes the activities necessary to implement, evaluate, and summarize a research project (dissertation) related to the field of school psychology. After submitting a proposal for approval by the Institutional Review Board and obtaining informed consent from potential research participants, students will implement the research protocol, analyze the resulting data, develop a manuscript to report their findings, and publicly defend their work. Graded Pass/Fail. Prerequisites: Open only to matriculated Psy.D. students who have successfully completed SPY 751. Cr 3 (may be repeated)

SPY 788 Pre-Doctoral Internship in School Psychology
The pre-doctoral internship is the culminating supervised field experience in school psychology. The pre-doctoral internship includes a planned sequence of educational and training experiences to promote students' development of professional-level competencies in the areas of assessment, intervention, consultation, supervision, and applied research. Students enrolled in the pre-doctoral internship complete 1,500-2,000 hours of work experience while receiving a minimum of 4 hours per week of field-based supervision, regular opportunities for peer interaction and support, and systematic formative and summative performance-based evaluations. Students complete a minimum of 750 hours of the pre-doctoral experience in school settings delivering psychological services to children and adolescents, and they complete all hours in educational or clinical settings that provide evidence-based psychological services. The experience may be completed on a full-time basis over one year (no less than 48 weeks) or on a half-time basis over two years (no more than 104 weeks). Prerequisites: Matriculation in the PsyD in School Psychology Program; successful completion of all required academic courses and the comprehensive exam; and permission of the instructor. Cr var. (total of 9 semester hours for the internship).

Special Education Overview

The Special Education Program is designed for people seeking or holding special or general education teacher certification who wish to study student exceptionalities, including gifted and talented. There are three concentrations in the Master of Science in Special Education. The Special Education program provides experiences across several disciplines looking beyond just understanding. Students apply learning through projects and assignments that are practical and connected to their professional fields.

Courses offered are fully online, synchronously or asynchronously. For student convenience, courses that meet synchronously are in the evenings or on weekends.

Special Education currently offers four undergraduate courses: (1) SED 335 Students with Exceptionalities in General Education (state approved Exceptionality course and Diversity Core course), (2) SED 420 Multi-Tiered Systems Support (MTSS) in Education, (3) ADS 300 Ethics and Youth with Exceptionalities (core course in Ethical Inquiry, Social Responsibility, and Citizenship), and; (4) ADS 400 Disabilities Studies Seminar

The program has three concentrations:

1. **Pre-Service (Initial Certification): Teaching Students with Mild to Moderate Disabilities**

This pre-service concentration includes the coursework for an initial special education teaching certificate in teacher of students with disabilities K-8 and 7-12 (Maine 282). Maine initial special education teacher certification requires student teaching. Student teaching is available. The program has two outcomes: (1) USM Master of Science in Special Education, and 2) recommendation for K-8 or 7-12 (282) teacher of students with disabilities. The program has rolling admissions with options to complete toward recommendation for certification in 3, 6 or more semesters and finishing with the Master's courses. Advising allows for customization of course sequencing to meet individual needs.

2. **Integrated General Education and Special Education**

This concentration in integrated general education and special education is designed for those seeking initial teacher certification in general education and special education. The program has three outcomes: (1) USM Master of Science in Special Education, (2) recommendation for K-8 elementary or 7-12 content area teacher certification, and (3) recommendation for K-8 or 7-12 (282) teacher of students with disabilities. The program begins in May of each year.

3. **In-Service (Certified Educators): special education, and gifted and talented education**

This in-service concentration includes a core set of courses specifically designed for special education teachers or teachers wanting a degree in special education but not the 282 certification. The concentration requires teaching in a teaching position and professional teacher certification for entrance.

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 - In-Service (certified educators)

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 moderate 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, education technicians (Ed Techs), and people with a bachelor's degree seeking a new teaching career in special education are among those for whom the program is intended.

Program Requirements

In-Service Concentration (certified educators)

This concentration is especially designed for educators who are interested in working with students who have disabilities and/or are gifted and talented. Through this concentration, students can also apply to the Applied Behavior Analysis certificate 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 to students who are gifted and talented.

Area of Expertise in Gifted and Talented

The In-service concentration has an area of expertise in Gifted and Talented (G/T). It is designed for educators who want to focus study on students who are gifted and talented. This course of study requires 18 credits in G/T courses which can also be applied to the State for the Gifted and Talented endorsement. The remaining 9 credits are open for electives, of which 6 credits can be filled with additional Gifted and Talented courses offered through USM's Professional Development Center or the student may branch out and support other areas of interest. All courses must 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. The Master's completion courses are a 3 credit capstone and a 3 credit research methods prerequisite.

Program Requirements: 33 credits

Required- 18 credits

SED 550 Teaching Students who are Gifted in the Regular Classroom
SED 659 Education of students who are Gifted and Talented
SED 660 Curriculum and Methods for Teaching Students who are Gifted
SED 662 Creative Thinking and the Learner who is Gifted
SED 666 Models of Education for Students who are Gifted and Talented
SED 667 Social/Emotional Needs of Students who are Gifted/Talented

Electives- 9 credits

Capstone- 6 credits

EDU 600-Research Methods and Techniques
SED 699- Special Education Research Capstone

Area of Expertise in Core Knowledge and Skills

The In-service concentration with an area of expertise in core knowledge and skills provides the applicant the opportunity to strengthen core knowledge and skills in educating students with mild to moderate disabilities and set a foundation in applied behavior analysis. There are 24 required credits, and the final 6 credits are electives which can be taken from any graduate department at USM or through the Professional Development Center at USM with prior approval by the advisor. If the applicant wants to continue to strengthen the core knowledge and skills, there are recommended courses. If the applicant is interested in moving toward the ABA certification, there are recommended courses to move toward this goal. The Master's completion courses are a 3 credit capstone and a 3 credit research methods prerequisite.

Program Requirements: 33 credits

Core knowledge and Skills/ABA required 21 credits

SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities
SED 520 Multi-Tiered Systems of Classroom Support (K-8 only)
SED 615 Positive Behavior Intervention and Supports (PBIS)
SED 653 Assessment in Special Education
SED 682 Special Education Regulations, Procedures and the IEP Team
SED 693- Transitions Among Agency, School and Community (7-12 only)
SPY 601 Behavioral Principles of Learning
SPY 606 Principles and Procedures for Behavioral Interventions

Electives- Open 6 credits

Electives- Core knowledge and Skills- 3 credits

Electives- ABA- 3 credits

Capstone 6 credits

EDU 600-Research Methods and Techniques
SED 699- Special Education Research Capstone

Admission Information

Applicant Qualifications

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 3.0 (on a 4.0 scale) in a baccalaureate degree program.

Applicants who do not have a 3.0 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 professional teacher certification in any subject and in any state.

Application Procedures and Required Materials

Application Deadline:

Rolling with priority deadlines of May 1 for fall matriculation and October 15 for spring matriculation

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required.
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* 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 success in educational practice, and demonstrated capability and motivation to engage in advanced graduate study.
- Completed and signed Teacher Credential Summary form
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Special Essay Questions for In-Service Concentration

As a teacher holding professional certification with teaching experience describe why you are seeking a Special Education Master’s degree in either the Gifted and Talented pathway or the Critical Core Knowledge and Skills pathway.

What is at least one aspect of your teaching that you feel will be strengthened through earning this master's degree? What experiences will you bring with you as you complete this degree? How will earning this master’s degree make a difference to the students, colleagues and school community you work in?

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 concentration after matriculation: A candidate must apply to the new concentration 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.

MS in Special Education - Integrated General Education and Special Education Initial Teacher Certification

Description

The concentration has three outcomes:

1. USM Master of Science in Special Education
2. Recommendation for 020 K-8 elementary or 7-12 content area teacher certification
3. Recommendation for K-8 or 7-12 282 Teacher of Students with Disabilities.

The online concentration is designed to be completed in two years, or six semesters. It can be extended to three years, or seven to nine semesters. USM works in partnership with school districts, special purpose schools, and state approved agencies to make the program available to education technicians and others employed in education. An Individual Internship Plan (IIP) designed by school district, university, and candidate to accommodate employment responsibilities, program requirements, and family needs.

Program Requirements

K-8 Certification - 51 credits (all courses are three credits unless noted)

- EDU 505 Teaching Mathematics K-8
- EDU 551 Teaching Social Studies K-8
- EDU 552 Teaching Science K-8
- EDU 562 Linguistic and Cultural Diversity
- EDU 565 Teaching Reading K-8 for All Students Including those with Diverse Abilities and Backgrounds,
- EDU 566 Introduction to Writing Process for All Students Including those with Diverse Abilities and Backgrounds
- EDU 600 Research Methods and Techniques
- SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities
- SED 520 Multi-Tiered Systems of Classroom Support
- SED/EDU 586 Integrated Internship (9 cr) Topics: Technology, Transition & Family Collaboration, Special Education Eligibility Assessment
- SED 615 Positive Behavior Intervention and Supports
- SED 682 Special Education Regulations, Procedures, and the IEP Team
- SED 699 Special Education Research Capstone
- SPY 625 Advanced Multi-Tier Instruction and Assessment for Mathematics
- SPY 627 Advanced Multi-Tier Instruction and Assessment for Reading

Secondary 7-12 - 45 credits (all courses are three credits unless noted)

- EDU 514 Improving Teaching in Content Areas through Literacy for All Students Including those with Diverse Abilities and Backgrounds
- EDU 562 Linguistic and Cultural Diversity
- EDU 566 Introduction to Writing Process for All Students Including those with Diverse Abilities and Backgrounds
- EDU 600 Research Methods and Techniques
- EDU 652 Curriculum Design and Evaluation
- SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities
- SED 520 Multi-Tiered Systems of Classroom Support
- SED/EDU 586 Integrated Internship (9 cr) Focus Topics: Technology, Transition & Family Collaboration, Special Education Eligibility Assessment
- SED 615 Positive Behavior Intervention and Supports
- SED 682 Special Education Regulations, Procedures, and the IEP Team
- SED 699 Directed Study
- SPY 627 Advanced Multi-Tier Instruction and Assessment for Reading
- Content Area Methods Courses: One of the following (3 cr)
  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

Tk20

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at http://usm.maine.edu/educator-preparation.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

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.

Admission Information

Applicant Qualifications:

Minimum Requirements: Applicant must have bachelor's degree, from a regionally accredited college or university, and have earned a cumulative grade point average of 3.0 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 3.0 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully.

Passing scores for Praxis Core Academic Skills for Educators Reading, Writing, and Mathematics.

Prerequisites: Maine certification Exceptionality Course SED 540, SED 335, or course approved by the Maine Office of Certification.

Interview: The Integrated concentration requires a formal interview. Candidates to be interviewed will be selected on the basis of the application materials.

Application Procedures and Required Materials

APPLICATION DEADLINE:

Rolling with priority deadlines: March 1 for summer matriculation, May 1 for fall matriculation, Oct 15 for spring matriculation

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* 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 success in educational practice, and demonstrated capability and motivation to engage in advanced graduate study.
- Praxis Core exam passed based on Maine's standards.
- Completed and signed Completion of Exceptionalities Course Form. Completion of Maine's required exceptionality course for all teachers at USM or another institution. https://usm.maine.edu/special-education/special-education-admissions-inf...
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency

- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Special Essay Question for Integrated Concentration

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.

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 Faculty.

Transferring to a different concentration after matriculation: A candidate must apply to the new concentration 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.

MS in Special Education - Pre-Service (Teaching Students with Mild to Moderate Disabilities)

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 moderate 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, education technicians, and people with a bachelor's degree seeking a new teaching career in special education are among those for whom the program is intended.

Program Requirements

Pre-Service: Teaching Students with Mild to Moderate Disabilities

Program Requirements: 39 credits, plus prerequisite

Prerequisite: Maine certification Exceptionality Course SED 540, SED 335, or course approved by the Maine Office of Certification. Passing scores for Praxis Core Academic Skills for Educators Reading, Writing, and Mathematics.

EDU 562 Cultural and Linguistic Diversity
SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities
SED 615 Positive Behavior Interventions and Supports
SED 653 Assessment in Special Education
SED 682 Special Education Regulations, Procedures, and IEP Team
SED 687 Technology for Communicating and Learning
SED 688 Internship in Special Education for Students with Mild to Moderate Disabilities - 6 credits
SED 693 Transitions Among Agency, School, and Community
SPY 625 Advanced Multi-Tier Instruction and Assessment for Mathematics
SPY 627 Advanced Multi-Tier Instruction and Assessment for Reading

Recommended for 282 certification following completion of internship, above coursework, and meeting Maine passing scores for Praxis Core Academic Skills for Educators Reading, Writing, and Mathematics, and Praxis II Special Education: Core Knowledge and Applications

Continuing coursework for Master's degree:

EDU 600 Research Methods
SED 699 Special Education Research Capstone

Tk20

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at http://usm.maine.edu/educator-preparation.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

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.

Admission Information

Applicant Qualifications

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 3.0 (on a 4.0 scale) in a baccalaureate degree program.

Applicants who do not have a 3.0 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.

Passing scores for Praxis Core Academic Skills for Educators Reading, Writing, and Mathematics

Prerequisite: Maine certification Exceptionality Course SED 540, SED 335, or course approved by the Maine Office of Certification. .

Interview: The Pre-Service concentration requires a formal interview. Candidates to be interviewed will be selected on the basis of the application materials.

Application Procedures and Required Materials

Application Deadline: Rolling with priority deadlines: March 1 for summer matriculation, May 1 for fall matriculation, Oct 15 for spring matriculation

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* 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 success in educational practice, and demonstrated capability and motivation to engage in advanced graduate study.
- Praxis Core exam passed based on Maine's standards;
- Completed and signed Completion of Exceptionalities Course Form. 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 and include an official transcript showing the course;
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

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University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Special Essay Question for Pre-Service Concentration

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.

Testing Requirement

Praxis Core exam passed based on Maine's standards.

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 ProgramFaculty.

Transferring to a different concentration after matriculation: A candidate must apply to the new concentration 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.

Certificate of Graduate Study in Gifted and Talented Education

Description

This certificate is a subset of courses from 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 Gifted and Talented certificate, educators can applythrough the state for an endorsement in Gifted and Talented Education. All gifted and talented courses are taught on a two-year rotation cycle, which can be found on the Special Education website.

Program Requirements

Total Required Credits: 12

Required Course (3 credits)
SED 550 Teaching Students who are Gifted in the Regular Classroom

Three electives, resulting in 9 credits, selected from the following:

SED 659 Education of students who are Gifted and Talented
SED 660 Curriculum and Methods for Teaching Students who are Gifted
SED 662 Creative Thinking and the Learner who is Gifted
SED 666 Models of Education for Students who are Gifted and Talented
SED 667 Social/Emotional Needs of Students who are Gifted/Talented

Or other courses approved by the Maine Department of Certification and the academic advisor

Admission Information

Applicant Qualifications

Criteria for admission include successful completion of a bachelor's degree from a regionally accredited college or university and hold a professional or the equivalent of 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 Procedures and Required Materials

Application Deadline

Rolling with priority deadlines: May 1 for fall matriculation, October 15 for spring matriculation.

Applicants are required to provide the following materials: [Bold]

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- 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.

Special Education Course Descriptions

The following are courses typically found in the Special Education programs. For a complete list of courses visit the School of Education and Human Development Course Listing page at: https://usm.maine.edu/school-of-education-human-development

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.

ADS 400 Disabilities Studies Seminar
This course will explore, in depth, an area of disability studies and each student will conduct their own capstone project. The capstone projects will be conducted with peer support throughout the process. Prerequisite: ADS 300 or instructor permission. Cr 3.

SED 335 Students with Exceptionalities in General Education
The primary goal of this course is to construct an understanding and knowledge of the range of exceptionalities, including students with disabilities and/or those identified as gifted and talented. The course is based on the following premises: a) students with disabilities are guaranteed an appropriate education that includes engagement with typically developing peers and is based on the general education curriculum to the greatest extent possible; and b) students who are gifted and talented should be educated appropriately based on their academic and artistic abilities. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; assistive technology; state and federal laws regarding students who are exceptional; working with families; Response to Intervention (RtI); and collaboration between all school personnel. This course includes a 6-8 hour field placement. Prerequisite: 54 credits or program permission. Cr 3.

SED 420 Multi-Tiered Systems Support (MTSS) in Education
This course introduces participants to the concepts of multi-tiered systems of academic and behavior support, from the school-wide to the classroom perspective, including students with suspected or identified disabilities. Participants will develop an understanding of the defining characteristics of MTSS at Tiers 1 and 2: prevention-based, focus on student performance, data-based decision making and problem solving, continuous progress monitoring, and using a continuum of evidence-based interventions. Students will develop classroom strategies for establishing a productive learning environment including establishing and teaching expectations, structuring the classroom, creating a system to acknowledge behavior and to address minor problem behavior. The course includes an applied project as part of a 24-hour school-based field

experience. Prerequisite: SED 335 and be in teacher education program, or by program permission. 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.

SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities
The primary purpose of this course is to learn and analyze principles and skills of teaching and learning which are effective with students who need more intensive and individualized teaching. The students would either currently have IEP's or are currently being served on Tier Two or Three of the continuum of multi-tiered systems of student support. Students who are English Language learners with suspected disabilities are included. The course will address applying and analyzing evidence-based instructional and assessment strategies for progress toward learning goals. Prerequisite: SED 335, SED 540, or by program permission, Cr 3.

SED 520 Multi-Tiered Systems of Classroom Support
This course introduces participants to the concepts of multi-tiered systems of academic and behavior support, from the school-wide to the classroom perspective, including students with suspected or identified disabilities. Participants will learn about the characteristics of MTSS at Tiers 1 and 2: prevention-based, focus on student performance, data-based decision making and problem solving, continuous progress monitoring, and using a continuum of evidence based interventions. Students are expected to establish a productive learning environment that includes classroom expectations, structuring the classroom, systems to positively acknowledge behavior, and to address minor problem behavior. The course includes an applied project as part of a 24-hour school-based field experience unless the course is part of an initial graduate certification program such as ETEP. Prerequisite SED 335 or SED 540 or Instructor permission. 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 following premises: a) students with disabilities are guaranteed an appropriate education that includes engagement with typically developing peers and is based on the general education curriculum to the greatest extent possible; and b) students who are gifted and talented should be educated appropriately based on their academic and artistic abilities. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; assistive technology; state and federal laws regarding students who are exceptional; working with families; Response to Intervention (RtI); and collaboration between all school personnel. Cr 3.

SED 550 Teaching Students who are Gifted in the Regular Classroom
This course is designed for classroom teachers whose responsibilities include serving gifted students within the regular classroom. The course is also for teachers of the gifted who serve students in a pull out program because that is considered their regular classroom. This course is also designed for consulting teachers of the gifted and talented who are responsible for helping classroom teachers differentiate instruction for gifted students in the regular classroom. Participants will examine popular and personal attitudes toward and beliefs about gifted students. They will identify gifted students through relevant and observable classroom behaviors. Participants will adapt required curriculum to meet the special needs of gifted students and work collaboratively with other teachers. Participants will also consider current issues in gifted child education that have implications specific to the regular classroom environment. Cr 3.

SED 586/EDU 586 Integrated Internship
The mentored internship is an extensive field experience for candidates in the double certification general education and special education pathway. Candidates demonstrate commitment and skill in educating students with diverse abilities and backgrounds. The 900 hour total internship is evaluated according to the Maine Teaching Standards and fulfills the student teaching requirement for general education and 282 Teacher of Students with Disabilities certification. Prerequisite: matriculation in the integrated certification pathway of the Master of Science in Special Education and program permission. Cr 9 (1-3 credits per semester up to total of nine credits).

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. Cr 3.

SED 615 Positive Behavioral Interventions and Supports (PBIS)
This course examines the foundations (data, systems and practices) and essential features of Positive Behavioral Support at all three tiers: classwide, targeted 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 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 653 Assessment of Academic Achievement
This course is designed to prepare special educators 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 special education, and ETEP students, or program permission.

SED 659 Education of students who are Gifted and 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 Students who are 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 Creative Intelligence and the Learners who are Gifted
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. Cr 3.

SED 666 Models of Education for Students who are Gifted and Talented
This course is for individuals responsible for choosing, adapting, or designing a model to serve gifted and talented students. Selected models both conceptual and organizational prominent in the field are reviewed and critiqued. Individuals consider the implications of each model and its applicability to gifted programming and current educational initiatives. Cr 3.

SED 667: Social/Emotional Needs of Students who are Gifted/Talented
This course is for classroom teachers, program coordinators, and teachers of the gifted and talented, parents, and other individuals who interact with gifted and talented students. Participants will investigate factors affecting social and emotional development, causes and effects of achievement and underachievement and curriculum particular to the affective domain. The course includes resources and strategies for responding to the needs of gifted and talented students. Cr 3.

SED 682 Special Education Regulations, Procedures, and IEP Team
This course is for educators working directly with students with suspected and identified disabilities. The course focuses on the role of special education in both a multi-tiered system of student support (MTSS) and the process for developing and implementing Individualized Education Programs (IEP). Participants examine current federal and state statutes and accompanying regulations governing special education services. Emphasis is placed on the functioning of the IEP team, including collaborating with families, from a teacher's or service provider's perspective. Prerequisite: SED 335 or SED 540, or program permission. 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 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, taken fall and spring for a total of 6 credits

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 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 699 Special Education Research Capstone
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 3.

TESOL: Teaching English to Speakers of Other Languages Overview

USM's Literacy, Language, and Culture (LLC) Department is committed to promoting 21st century literacy, multilingualism, and multiculturalism locally and globally by offering graduate certificates and degrees in Literacy Education and Teaching English to Speakers of Other Languages (TESOL). Classroom teachers, educational technicians, adult educators, school administrators, international teachers, and those interested in teaching English abroad are encouraged to apply for a relevant program of study. Literacy Education certificates and degrees are based on the International Literacy Association's Professional Standards for Reading Professionals, which emphasize foundational knowledge; curriculum and instruction; assessment and evaluation; diversity; literate environment; and professional learning and leadership. TESOL certificates and degrees are based on the TESOL Professional Teaching Standards, which emphasize language; culture; planning, implementing, and managing instruction; assessment; and professionalism.

LLC program graduates pursue careers and professional experiences as literacy specialists, literacy interventionists, K-12 and adult education ESL teachers, ESL program directors, Title I directors, English as a Foreign Language teachers, and Peace Corps volunteers. Maine certified teachers may earn additional professional credentials as Literacy Specialists (Maine Certificate 092) and English as a Second Language Teachers (Maine Endorsement 660).

MSEd in TESOL

Description

MSEd in Teaching English to Speakers of Other Languages (TESOL)

The Master of Science in Education in Teaching English to Speakers of Other Languages provides students with the knowledge base and practical skills related to English as a Second Language (ESL) acquisition by English language learners (ELLs). The emphasis is on developing proficiency and literacy in English as a Second Language and/or English as a Foreign Language. The program provides practitioners with the skills needed to assess language and implement instruction to improve learners' proficiency for competent second language use.

The MSEd in TESOL is the only degree of its kind in Maine and is designed to accommodate the needs and goals of a wide range of ESL professionals working with culturally and linguistically diverse students, including K-12 teachers, adult educators, and those who teach or want to teach abroad. International students are encouraged to apply. This 30-credit program may be completed in one year with careful planning alongside a faculty advisor and summer or fall matriculation. The TESOL practicum (EDU 623) provides students with numerous and varied placement opportunities and can be completed in the United State or overseas. Many courses are offered fully online or in blended formats.

Program Requirements

Program Requirements (30 credits)

First Tier Courses (24 credit hours)

- 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 OR
  EDU 643 Inquiry in Education

Second Tier Courses (6 credit hours)

- EDU 635 Seminar in Second Language Literacy

- EDU 623 TESOL Practicum (3 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 Subject Assessment exam (5362) for Teachers of English to Speakers of Other Languages. The master's degree in TESOL does not qualify graduates for Maine literacy specialist certification; however, additional courses may be taken beyond this master's degree to qualify, and EDU 607 should be selected during the MSEd in TESOL for those interested in pursuing this certification. Students should consult with their advisor for more details. Students interested in initial K-12 ESL certification in Maine should also consult with their advisor for more details.

Tk20

All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20 (Watermark), a comprehensive web-based, assessment management and reporting system. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at **http://usm.maine.edu/educator-preparation**.

Please note Professional Education Council Policy: In order for USM's Education Preparation Unit program-completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit's data management system (*i.e.*, Tk20).

Admission Information

Applicant 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 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 Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay*:* see below for details.
- 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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of

Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

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.

Transfer Credit

Previously completed graduate courses may be approved for transfer into a graduate program within the Literacy, Language, and Culture programs 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 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 TESOL website at https://usm.maine.edu/tesol

Admission Information

Applicant Qualifications

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. 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 Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay (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.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

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Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the Literacy, Language, and Culture programs 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, Language, and Culture programs. 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

Admission Information

Applicant Qualifications

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 Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Personal statement
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

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.

TESOL: Teaching English to Speakers of Other Languages Course List

The following are courses typically found in the Literacy, Language, and Culture programs. For a complete list of courses visit the School of Education and Human Development Course Listing page at: https://usm.maine.edu/school-of-education-human-development

EDU 222 Foundations of Language and Literacy Development
This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes a 24-hour school-based field experience. Prerequisite: HRD 200 and matriculated in a teacher education pathway, or department permission. 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. Prerequisite: HRD 200: Multicultural Human Development. Cr 3.

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 414 Improving Teaching in the Content Areas through Literacy for all Students Including Those with Diverse Abilities and Backgrounds
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition. Prerequisites: Matriculated into a teacher education pathway or department permission. Cr 3.

EDU 512: Teaching Literature in Grades K-12
In this course, educators will examine the role of literature in literacy learning. Emphasis will be on the promotion of wide reading in a variety of genres and attending to the appropriate selection of literature to meet reading interests, needs, and abilities of students K-12. In addition to examining criteria for evaluating and selecting materials, participants will consider curriculum implications and learn creative strategies for teaching children's and adolescent literature and enhancing reading for all students. Participants will have the opportunity to develop projects and investigate areas of interest to fulfill their professional needs. 3 Cr.

EDU 514 Improving Teaching in Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition. 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 522 Foundations of Language and Literacy Development

This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes practicum assignments to be completed during internship. Prerequisite: Matriculated into teacher education pathway or program approval. Cr 3.

EDU 525: Invitational Summer Writing Institute
This course is an introduction to the principles and practices of the Southern Maine and National Writing Projects. Fellows (i.e., those enrolled as students in the course) will explore and reflect upon the craft of writing through reading and discussion, and will learn effective practices for the teaching of writing. In addition, Fellows will produce portfolios of their writing, participate in writing groups, demonstrate writing strategies through various activities, and develop a philosophy on the teaching of writing. Prerequisite: by permission of the instructor. Cr 3.

EDU 526: Invitational Fall Writing Institute

This course builds on the principles and practices of the Southern Maine and National Writing Projects introduced in EDU 525, Invitational Summer Writing Institute. Fellows (i.e., those enrolled as students in the course) will further explore and reflect upon the craft of writing through reading and discussion, and continue to learn effective practices for the teaching of writing. In addition, Fellows will complete portfolios of their writing, participate in writing groups, demonstrate writing strategies through various activities, and develop a philosophy on the teaching of writing. Lastly, Fellows will engage in reflection and/or research to develop their teaching practice and to share their learning with others. Prerequisite: EDU 525. 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 principal 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 for all Students in Grades K-8, Including Those with Diverse Abilities and Backgrounds
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 for All Students Including Those with Diverse Abilities and Backgrounds
In this course students will learn to use evidence-based instruction to teach writing for all students. 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 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 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 and open to matriculated students in the MSEd. in Literacy or TESOL, or by program permission. 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 623 TESOL Practicum
The practicum in Teaching English to Speakers of Other Languages is designed to accommodate students in the TESOL program who are ESL teachers, mainstream teachers working on getting ESL-endorsed by the state, international students, and adult educators. In this course, students acquire practical ESL/EFL teaching experience in the field while applying knowledge gained through coursework and research. The course is aligned with the TESOL standards. Prerequisite: Matriculated students who have completed 24 credit hours of program course work. 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 in 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. 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 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 TESOL master's sequence (except EDU 623); CAS students may request permission to enroll. Prerequisites: By program permission. Cr 3.

EDU 637: Contemporary Approaches to Literacy Leadership

This course will examine contemporary approaches to school-wide literacy and build capacity for teachers and school leaders to carry out the school's literacy mission. It will offer direction and support to those charged with organizing and delivering effective literacy instruction to K-12 students, as well as adult education students. Topics will include the roles of literacy specialists, literacy coaches, and literacy interventionists; methods for working with struggling readers and writers and their teachers; strategies for assessment and analysis of data; theories of adult learning and development; strategies for leading professional development, peer coaching, and collegial support; ways to involve families and the community in literacy; and the changing design of our schools to best meet the needs of all students through culturally responsive leadership. Practicing teachers, literacy interventionists and specialists, school leaders, and adult educators are encouraged to enroll. Cr. 3

EDU 639 Practicum in Literacy Education
The Practicum in Literacy Education is designed to be an intense capstone experience that prepares candidates for endorsement as a literacy specialist. According to the International Literacy Association, literacy specialists are responsible for 1) developing, leading, or evaluating the school or district pre-K–12 reading and writing program, 2) supporting teacher learning, and 3) working with students who struggle with reading. The practicum is intended to model an effective literacy program where graduate students assume these responsibilities and are expected to meet the competencies set forth by the International Literacy Association**.** Prerequisite: 21 credits in literacy coursework including the following literacy content courses: EDU 565 or EDU 620, and EDU 566 or EDU 626, and EDU 511 or EDU 513, and EDU 514, and EDU 621, and permission of the instructor. 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 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 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.

School of Education and Human Development Course Descriptions

School of Education and Human Development Course Listing

- Undergraduate
  - ADS (Special Education)
  - EDU (Education)
  - ESL (English for Speakers of Other Languages)
  - HRD (Human Development)
  - PHE (Athletic Coaching)
  - SED (Special Education)
  - SPY (School Psychology)
- Graduate
  - ECE (Montessori)
  - EDU (Education)
  - HCE (Counseling)
  - HRD (Adult and Higher Education)
  - SED (Special Education)
  - SPY (School Psychology)

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.

ADS 400 Disabilities Studies Seminar
This course will explore, in depth, an area of disability studies and each student will conduct their own capstone project. The capstone projects will be conducted with peer support throughout the process. Prerequisite: ADS 300 or instructor permission. 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 222 Foundations of Language and Literacy Development
This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes a 24-hour school-based field experience. Prerequisite: HRD 200 and matriculated in a teacher education pathway, or department permission. Cr 3.

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. Prerequisite: 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 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 401 Teaching Science in Grades 7-12
This course has an interactive laboratory and field-based approach that models the depth, breadth, and sophistication in the teaching and learning of science at the secondary level. The emphasis is on content, process, and methodology needed to become a 7-12 science teacher. Students will know how to promote diverse learners' proficiency in state and national standards by implementing multiple strategies to support scientific understanding of patterns, systems and cause and effect events in the natural and designed world. Prerequisite: Preservice teachers matriculated in a USM teacher education pathway and in a classroom placement concurrent with this course. Cr 3.

EDU 402 Secondary English Methods

This course focuses on ways to organize and teach English Language Arts classes at the middle and high school levels based upon current research in literacy and national and state standards in English Language Arts. Students will examine various strategies involved in designing and managing a student-centered English Language Arts class. They will explore and apply different theories for teaching English and create classroom activities to develop and expand upon students' capacities to read, write and speak effectively. Students will learn to see the necessary and important connections between reading and writing. Prerequisites: Open to matriculated interns in the Undergraduate Teacher Education program and interns in the ETEP program or by program permission.

EDU 404 Teaching Social Studies in Grades 7-12
This course is designed to prepare students for best practices in 7-12 social studies instruction. Students will understand the goals of secondary social studies education, as well as the guiding principles and strands of the discipline. The course framework is built on the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the 7-12 strands of the Maine Learning Results for Social Studies. Students will learn how to promote diverse children's proficiency in state standards by implementing multiple strategies. Prerequisite: Preservice teachers matriculated in a USM teacher education pathway and in a classroom placement concurrent with this course. Cr 3.

EDU 405 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 students matriculated in the undergraduate teacher education pathways. Cr 3.

EDU 414 Improving Teaching in the Content Areas through Literacy for all Students Including Those with Diverse Abilities and Backgrounds
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition. Prerequisites: Matriculated into a teacher education pathway or department permission. Cr 3.

EDU 442 Seminar in Teaching, Learning and Assessment
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 students matriculated in the undergraduate teacher education pathways. Co-requisite: EDU 324. Cr 3.

EDU 445 Student Teaching in General Education
This course is a two semester supervised student teaching experience in applying knowledge and skills to the practice of teaching. A student teacher is assigned to a mentor teacher and classroom at an elementary, middle, or high school. The student teacher is under the direct supervision of a mentor teacher and a university supervisor. Semester One is a part-time classroom placement completed in conjunction with teaching methods courses. Semester Two is a full -time classroom placement. Prerequisites Undergraduate teacher certification pathway matriculation and eligible for student teaching, or permission of program. Cr 1-6.

EDU 451 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 students matriculated in the undergraduate teacher education pathways. Cr 3

EDU 452 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 students matriculated in the undergraduate teacher education pathways. Cr 3.

EDU 465 Teaching Reading for all Students in Grades K-8, Including Those with Diverse Abilities and Backgrounds
Course Description: 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 for All Students Including Those with Diverse Abilities and Backgrounds.
In this course, students will learn to use evidence-based instruction to teach writing for all students. 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 and editing 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/US Culture
This course (2 sections) focuses on cultural awareness and US culture as well as the improvement of the listening and oral skills that are necessary for the university classroom. The primary goals of the course are to introduce students to various aspects of US culture and intercultural communication via oral discussions and listening activities. Additional goals are to assist students in achieving comprehensible pronunciation and gaining confidence in listening comprehension and speaking skills. 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) 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 Admissions Pathway Program Level I: Intermediate/Advanced Grammar and Writing
This is an intermediate/advanced-level English language course for Admissions Pathway Program (APP) students whose first language is not English and/or who are multilingual writers. This is a developmental course that will enable students to benefit from a stronger foundation in understanding and using English grammar correctly, a necessity for successful editing. 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 Intermediate Reading, Writing, and Vocabulary
This is an intermediate-level English language course for 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 is a section of College Writing (ENG 100) which is intended for multilingual writers and/or non-native speakers of English only. Students read expository writing from diverse sources, engage in critical thinking, and utilize the writing process to compose essays and summaries. Coursework includes significant opportunities to improve grammar and usage, build academic vocabulary, and practice techniques involved in conducting secondary research, including using databases and MLA documentation. Successful completion of ESL 100 fulfills the College Writing CORE requirement and is the final course in the Admissions Pathway Program (APP) sequence. Prerequisites: ESL 104 & ESL 102 or college readiness in writing. Cr 3.

ESL 102 Admissions Pathway Program Level II: Advanced Grammar and Writing
This is an advanced-level English language course for APP, multilingual writer students 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 advanced 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 and editing skills. Prerequisite: ESL 98 or instructor permission. Cr 3.

ESL 103 Admissions Pathway Program Level I: Intermediate/Advanced Reading, Writing, and Vocabulary
This is a mid-advanced-level English language course for APP, multilingual writer students 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 Admissions Pathway Program Level II: Advanced Reading, Writing, and Vocabulary
This is an advanced-level English language course for APP, multilingual writer students 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 and ESL 098 or instructor permission. 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
This introductory course in sports medicine/athletic training will provide the student with information about prevention and management of sports-related injuries. The course is geared toward individuals involved in or pursuing allied health professions as well as coaching or teaching fields.

Pertinent anatomy and common injuries will be discussed. This course will also include 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 will result in First Aid & CPR/AED certification. 3 cr.

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 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 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 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/or those identified as gifted and talented. The course is based on the following premises: a) students with disabilities are guaranteed an appropriate education that includes engagement with typically developing peers and is based on the general education curriculum to the greatest extent possible; and b) students who are gifted and talented should be educated appropriately based on their academic and artistic abilities. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; assistive technology; state and federal laws regarding students who are exceptional; working with families; Response to Intervention (RtI); and collaboration between all school personnel. This course includes a 6-8 hour field placement. Prerequisite: 54 credits or program permission. Cr 3.

SED 420 Multi-Tiered Systems Support (MTSS) in Education
This course introduces participants to the concepts of multi-tiered systems of academic and behavior support, from the schoolwide to the classroom perspective, including students with suspected or identified disabilities. Participants will develop an understanding of the defining characteristics of MTSS at Tiers 1 and 2: prevention-based, focus on student performance, data-based decision making and problem solving, continuous progress monitoring, and using a continuum of evidence-based interventions. Students will develop classroom strategies for establishing a productive learning environment including establishing and teaching expectations, structuring the classroom, creating a system to acknowledge behavior and to address minor problem behavior. The course includes an applied project as part of a 24-hour school-based field experience. Prerequisite: SED 335 and be in teacher education program, or by program permission. Cr 3.

SPY 425 Multi-Tier Mathematics Instruction and Assessment
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive mathematics instruction and assessment for students in kindergarten through grade 12. Starting with the five foundations of mathematics 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 mathematics instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive mathematics instruction based on student learning needs. Students will learn how to select and use scientifically validated mathematics instruction practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3 mathematics instruction and assessment. Prerequisites: None. Cr 3.

SPY 427 Multi-Tier Reading Instruction and Assessment
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive reading instruction and assessment for students in kindergarten through grade 12. 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 and assessment practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3) reading instruction. Prerequisites: None. Cr 3.

Graduate (Back to top)

ECE 510 Practical Applications of the Montessori Method for Students with Exceptionalities
This course offers an overview of the philosophy and methods of Montessori education in early childhood settings, with particular attention to the needs, services, and creation of inclusive environments for children with disabilities. In this interactive format, participants will explore the possibilities of utilizing the elements of the Montessori model for practical applications for all children, including those with disabilities, in their classroom environments. Teachers will have the opportunity to connect Montessori theory and practices, gain an understanding of policy and legal mandates for young students with disabilities and their families; become familiar with the principles of universal design; strategies for working with families, assistive technology, and the transition from pre-school to school-aged services. Cr 3.

ECE 511 Classroom Leadership and Environmental Design in an Early Childhood Montessori Classroom
This course covers Dr. 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. Students will participate in a practicum experience concurrent with the course. Prerequisites: Open to matriculated students in the Montessori Early Childhood Education program, or by instructor permission. Cr 2.

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 Education Program 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 Education Program, 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 of practical life and daily living: Care of the Self; Care of the Environment; Grace and Courtesy; Control of Movement; and Food Preparation. Prerequisites: Open to matriculated students in the Montessori Early Childhood Education program, or by instructor permission. Cr 2.

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 Education program, or by instructor permission. Cr 2.

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 Education Program, 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 Education Program, 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 Education Program, 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 Education Program, 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 Education Program, 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 Education program, or by instructor permission. Cr 2.

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 Education program, or by instructor permission. Cr 2.

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 ETEP program 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. Students will examine various strategies involved in designing and managing a student-centered English Language Arts class. They will explore and apply different theories for teaching English and create classroom activities to develop and expand upon students' capacities to read, write, and speak effectively. Students will learn to see the necessary and important connections between reading and writing. Prerequisites: Open to matriculated interns in the ETEP program or by ETEP program 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 ETEP program 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 ETEP program. 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 program admission. Cr 3.

EDU 512 : Teaching Literature in Grades K-12
In this course, educators will examine the role of literature in literacy learning. Emphasis will be on the promotion of wide reading in a variety of genres and attending to the appropriate selection of literature to meet reading interests, needs, and abilities of students K-12. In addition to examining criteria for evaluating and selecting materials, participants will consider curriculum implications and learn creative strategies for teaching children's and adolescent literature and enhancing reading for all students. Participants will have the opportunity to develop projects and investigate areas of interest to fulfill their professional needs. 3 cr.

EDU 514 Improving Teaching in Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. All students, including those with diverse abilities and culturally diverse backgrounds, will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition. 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 522 Foundations of Language and Literacy Development

This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes practicum assignments to be completed during internship. Prerequisite: Matriculated into teacher education pathway or program approval. Cr 3.

EDU 525: Invitational Summer Writing Institute
This course is an introduction to the principles and practices of the Southern Maine and National Writing Projects. Fellows (i.e., those enrolled as students in the course) will explore and reflect upon the craft of writing through reading and discussion, and will learn effective practices for the teaching of writing. In addition, Fellows will produce portfolios of their writing, participate in writing groups, demonstrate writing strategies

through various activities, and develop a philosophy on the teaching of writing. Prerequisite: by permission of the instructor. Cr 3.

EDU 526: Invitational Fall Writing Institute
This course builds on the principles and practices of the Southern Maine and National Writing Projects introduced in EDU 525, Invitational Summer Writing Institute. Fellows (i.e., those enrolled as students in the course) will further explore and reflect upon the craft of writing through reading and discussion, and continue to learn effective practices for the teaching of writing. In addition, Fellows will complete portfolios of their writing, participate in writing groups, demonstrate writing strategies through various activities, and develop a philosophy on the teaching of writing. Lastly, Fellows will engage in reflection and/or research to develop their teaching practice and to share their learning with others. Prerequisite: EDU 525. Cr 3.

EDU 543 Professional Internship in Elementary Education
This course is a supervised, year-long, internship experience in applying knowledge and skills to the practice of teaching. An intern is assigned to a mentor teacher and classroom at a middle or high school, ideally in a partner district, for direct supervision of day-to-day practice, planning and instruction, and formative assessment. The internship includes a site-based seminar that meets throughout the year. Cr 1-6.

EDU 546 Planning and Assessment for Proficiency Based Learning I
This is the first of a two course series designed for pre-service teachers to be taken concurrently with a school-based placement The course begins with overview of national learning standards and understanding the sociopolitical context of standards based learning from an equity perspective. Students will learn to build lesson plans and series of lessons for their grade level aligned with standards and child development. The foundations of classroom assessment will be addressed (diagnostic, formative and summative) 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 and apply learning in classroom settings. Prerequisites: students must be matriculated into a graduate, teacher certification pathway. Cr 3.

EDU 547 Planning and Assessment for Proficiency Based Learning II
This is the second of a two course series designed for pre service teachers to be taken concurrently with a school-based placement. This course focuses on long term planning, communication about student progress (feedback and grading), and empowering students to take ownership through the use of student developed rubrics, self, and peer assessments. Students will learn to build unit plans, as well as yearlong plans, aligned with learning standards and assessment systems. Prerequisites: EDU 646; students must be matriculated into a graduate, teacher certification pathway. Cr 3.

EDU 550 Professional Internship in Secondary Education
This course is a supervised, year-long, internship experience in applying knowledge and skills to the practice of teaching. An intern is assigned to a mentor teacher and classroom at a middle or high school, ideally in a partner district, for direct supervision of day-to-day practice, planning and instruction, and formative assessment. The internship includes a site-based seminar that meets throughout the year. Cr 1-6.

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 or by permission of the ETEP program. 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 by ETEP program 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 Teacher Education Pathway, or by ETEP program 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 principal 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 for all Students in Grades K-8, Including Those with Diverse Abilities and Backgrounds
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 for All Students Including Those with Diverse Abilities and Backgrounds
In this course students will learn to use evidence-based instruction to teach writing for all students. 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 603 Analysis of Teaching and Assessment
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 and assessment. Analysis of individual teaching behavior and classroom assessment 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 Testing 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 and open to matriculated students in the MSEd. in Literacy or TESOL, or by program permission. 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 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 623 TESOL Practicum
The practicum in Teaching English to Speakers of Other Languages is designed to accommodate students in the TESOL program who are ESL

teachers, mainstream teachers working on getting ESL-endorsed by the state, international students, and adult educators. In this course, students acquire practical ESL/EFL teaching experience in the field while applying knowledge gained through coursework and research. The course is aligned with the TESOL standards. Prerequisite: Matriculated students who have completed 24 credit hours of program course work. 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 in 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. 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 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 TESOL master's sequence (except EDU 623); CAS students may request permission to enroll. Prerequisites: By program permission. Cr 3.

EDU 637: Contemporary Approaches to Literacy Leadership
This course will examine contemporary approaches to school-wide literacy and build capacity for teachers and school leaders to carry out the school's literacy mission. It will offer direction and support to those charged with organizing and delivering effective literacy instruction to K-12 students, as well as adult education students. Topics will include the roles of literacy specialists, literacy coaches, and literacy interventionists; methods for working with struggling readers and writers and their teachers; strategies for assessment and analysis of data; theories of adult learning and development; strategies for leading professional development, peer coaching, and collegial support; ways to involve families and the community in literacy; and the changing design of our schools to best meet the needs of all students through culturally responsive leadership. Practicing teachers, literacy interventionists and specialists, school leaders, and adult educators are encouraged to enroll. Cr. 3

EDU 639 Practicum in Literacy Education
The Practicum in Literacy Education is designed to be an intense capstone experience that prepares candidates for endorsement as a literacy specialist. According to the International Literacy Association, literacy specialists are responsible for 1) developing, leading, or evaluating the school or district pre-K–12 reading and writing program, 2) supporting teacher learning, and 3) working with students who struggle with reading. The practicum is intended to model an effective literacy program where graduate students assume these responsibilities and are expected to meet the competencies set forth by the International Literacy Association**.** Prerequisite: 21 credits in literacy coursework including the following literacy content courses: EDU 565 or EDU 620, and EDU 566 or EDU 626, and EDU 511 or EDU 513, and EDU 514, and EDU 621, and permission of the instructor. 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 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 teacher certification internship and EDU 600; or by special permission of the instructor. Cr 3.

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 Program 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: matriculation in ETEP, or by Teacher Education Program permission. Cr 3.

EDU 659 Special Education Law for School Leaders
This course acquaints prospective school leaders at the building and district level with the general principles of special education law as found in the interpretation of constitutional and statuary provisions by the higher courts. Laws governing pupils, teaching personnel, administrators and boards of education will be stressed. 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 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 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 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 Analysis: Policy, Programs, and Accountability Systems
This course focuses on conducting evidence-based reviews and analyses of the design, implementation, and impacts of current international, national, and state education policy, policy initiatives, and education reforms. Using the frameworks articulated by researchers and policy analysts such as Canon, Rushcamp & Freeman (1990), Spillane (1996), Hill (2001), students will analyze approaches countries, states, and school districts take in implementing education policy. Phase I of the course will focus on an analysis of educational reform efforts in American states as well as comparisons of US national efforts with those of other countries. Review of international assessment systems and educational commentary will be examined in light of reform efforts. Phase II of the course will focus on using evidence from Phase I to construct accountability systems for monitoring and assessing the impacts of reform efforts both nationally and in Maine. Students will examine state and local policy implementation, develop accountability systems, and present their reports to state policy makers. Prerequisites: Successful completion of EDU 701. Cr 6 (three each semester).

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.

EDU 799 Dissertation in Education
This course is designed to lead students through the process of completing a dissertation. At the end of the course, students will have completed a dissertation that includes: a problem statement and research questions, a review of research, data collection and analysis, findings and implications. The course will address each of the components in a dissertation in a recursive fashion, developing, sharing, and refining of content. Students will be expected to work closely with their dissertation chair and other committee members in finalizing the dissertation. Students must register for a total of nine dissertation credits to graduate. Successful completion of the dissertation and oral presentation to the dissertation committee and their approval are prerequisites for completing the Ph.D. (9 credits required). Prerequisites: Successful completion of EDU 708. Variable credit of 1-6 for a total of 9 credits.

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 and Treatment
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 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 non-effectiveness 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: Open only to matriculated graduate students; HCE 500 (for school counseling and mental health counseling concentrations, HCE 510 (for rehabilitation counseling concentration), and HCE 621 or instructor permission. 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 HCE 668 (HCE 668 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 inter-professional and inter-organizational 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 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.

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 Counselor Education
This course provides students the opportunity to pursue a project independently, planning, and exploring a topic of interest within the field of counseling. Most independent study projects are library-based; all are 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. Prerequisite: Open to matriculated students only. 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 550 Using Technology in Adult Learning
This course combines readings about using technology in adult learning with hands-on practice with current technologies that may be used in teaching, advising, and managing programs for adult learners. While emphasis will be primarily on the online environment, issues related to technology in blended and face-to-face environments will also be treated. Hands-on experiences with selected learning platforms will be emphasized. Broader implications for technology-based learning such as academic integrity, accessibility, and assessment will be explored. 3 cr.

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 554 Foundations of Academic Advising
This course examines the foundations of academic advising in higher education. Issues such as developmental advising, practice and delivery models, working with diverse populations, current research, ethics, and assessment practices are explored. 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 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 615/PPM 615 Organizational Leadership
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, leadership styles, emotional intelligence, persuasive communication, team building, decision making, organizational culture and change. The course prepares students to become 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.

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 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 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 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 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 Targeted and Individualized Instructional Strategies for Students with Disabilities
The primary purpose of this course is to learn and analyze principles and skills of teaching and learning which are effective with students who need more intensive and individualized teaching. The students would either currently have IEP's or are currently being served on Tier Two or Three of the continuum of multi-tiered systems of student support. Students who are English Language learners with suspected disabilities are included. The course will address applying and analyzing evidence-based instructional and assessment strategies for progress toward learning goals. Prerequisite: SED 335, SED 540, or by program permission, Cr 3.

SED 520 Multi-Tiered Systems of Classroom Support
This course introduces participants to the concepts of multi-tiered systems of academic and behavior support, from the schoolwide to the classroom perspective, including students with suspected or identified disabilities. Participants will learn about the characteristics of MTSS at Tiers 1 and 2: prevention-based, focus on student performance, data-based decision making and problem solving, continuous progress monitoring, and using a continuum of evidence based interventions. Students are expected to establish a productive learning environment that includes classroom expectations, structuring the classroom, systems to positively acknowledge behavior, and to address minor problem behavior. The course includes an applied project as part of a 24-hour school-based field experience unless the course is part of an initial graduate certification program such as ETEP. Prerequisite SED 335 or SED 540 or Program permission. 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 following premises: a) students with disabilities are guaranteed an appropriate education that includes engagement with typically developing peers and is based on the general education curriculum to the greatest extent possible; and b) students who are gifted and talented should be educated appropriately based on their academic and artistic abilities. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; assistive technology; state and federal laws regarding students who are exceptional; working with families; Response to Intervention (RtI); and collaboration between all school personnel. Cr 3.

SED 550 Teaching Students who are Gifted in the Regular Classroom
This course is designed for classroom teachers whose responsibilities include serving gifted students within the regular classroom. The course is also for teachers of the gifted who serve students in a pull out program because that is considered their regular classroom. This course is also designed for consulting teachers of the gifted and talented who are responsible for helping classroom teachers differentiate instruction for gifted students in the regular classroom. Participants will examine popular and personal attitudes toward and beliefs about gifted students. They will identify gifted students through relevant and observable classroom behaviors. Participants will adapt required curriculum to meet the special needs of gifted students and work collaboratively with other teachers. Participants will also consider current issues in gifted child education that have implications specific to the regular classroom environment. Cr 3.

SED 586/EDU 586 Integrated Internship
The mentored internship is an extensive field experience for candidates in the double certification general education and special education pathway. Candidates demonstrate commitment and skill in educating students with diverse abilities and backgrounds. The 900 hour total internship is evaluated according to the Maine Teaching Standards and fulfills the student teaching requirement for general education and 282 Teacher of Students with Disabilities certification. Prerequisite: matriculation in the integrated certification pathway of the Master of Science in

Special Education and program permission. Cr 9 (1-3 credits per semester up to total of nine credits).

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. Cr 3.

SED 615 Positive Behavioral Interventions and Supports
This course examines the foundations (data, systems and practices) and essential features of Positive Behavioral Support at all three tiers: classwide, targeted 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 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 653 Assessment of Academic Achievement
This course is designed to prepare special educators 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 special education, and ETEP students, or program permission.

SED 659 Education of Students who are Gifted and 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 Students who are 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 Creative Intelligence and the Learners who are Gifted
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. Cr 3.

SED 666 Models of Education for Students who are Gifted and Talented
This course is for individuals responsible for choosing, adapting, or designing a model to serve gifted and talented students. Selected models both conceptual and organizational prominent in the field are reviewed and critiqued. Individuals consider the implications of each model and its applicability to gifted programming and current educational initiatives. Cr 3.

SED 667 Social/Emotional Needs of Students who are Gifted/Talented

This course is for classroom teachers, program coordinators, and teachers of the gifted and talented, parents, and other individuals who interact with gifted and talented students. Participants will investigate factors affecting social and emotional development, causes and effects of achievement and underachievement and curriculum particular to the affective domain. The course includes resources and strategies for responding to the needs of gifted and talented students. Cr 3.

SED 682 Special Education Regulations, Procedures, and IEP Team
This course is for educators working directly with students with suspected and identified disabilities. The course focuses on the role of special

education in both a multi-tiered system of student support (MTSS) and the process for developing and implementing Individualized Education Programs (IEP). Participants examine current federal and state statutes and accompanying regulations governing special education services. Emphasis is placed on the functioning of the IEP team, including collaborating with families, from a teacher's or service provider's perspective. Prerequisite: SED 335 or SED 540, or program permission. 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 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 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 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 699 Special Education Research Capstone
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 3.

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 studies. General topics include the philosophical assumptions of behavior analysis, basic behavioral principles, learning with and without words, and behavior analytic measurement concepts. Specific topics include respondent behavior and conditioning, operant behavior and conditioning, stimulus control, motivating operations, schedule influences on behavior, observational learning, and verbal and rule-governed behavior. The course is designed to provide students with a foundational understanding of the concepts and principles of behavior analysis and thereby provide a solid grounding for assessment and intervention courses with a behavior analytic orientation. Cr 3.

SPY 602 Single Case Research Methods
This course is designed to introduce students to research designs used in a comprehensive, systematic process of decision making and problem solving. This course will emphasize methods for evaluating the effectiveness of academic and behavioral interventions for school-aged children. A history of experimental design, types of experimental reasoning, and experimental validity lay the groundwork for understanding how single-case research designs are used to assess the efficacy of applied interventions. Students will learn how to identify and record behaviors, analyze and display data, match research designs to the research question, and flexibly employ research designs in applied settings. Finally, students will

be exposed to technology and information resources applicable to conducting single-case research. Prerequisites: Satisfactory completion of SPY 601 or program permission. Cr 3.

SPY 604 Functional Behavioral Assessment
This course examines a variety of behavioral assessment methods for (a) identifying the variables that contribute to behavioral problems and (b) guiding the design of effective behavioral interventions. Functional behavioral assessment techniques covered in this course include interviews, observations, descriptive assessments, and functional analyses. Applied learning experiences integrated throughout the course provide students with opportunities to practice designing, conducting, and interpreting functional behavioral assessments. Prerequisites: SPY 601 and 602 or instructor permission. Cr. 3.

SPY 605 Principles and Procedures for Instructional Intervention
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 empirically supported interventions for promoting academic, social, communication, and life skills. Procedures such as shaping, chaining, discrete trial teaching, task analysis, incidental teaching, functional communication, and direct social skills instruction will be considered.). Prerequisites: SPY 601 or instructor permission. Cr 3.

SPY 606 Principles and Procedures for Behavior Intervention
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 to decrease disruptive behaviors and increase adaptive replacement behaviors. The course includes a blend of assigned readings, lecture, discussion, clinical case examples, and applied learning experiences to develop student competencies. The dynamic interactions between academic, social-emotional, behavioral, and diversity influences on student functioning will be considered. Prerequisites: SPY 601 and SPY 605 or program permission. Cr 3.

SPY 607 Consultation and Collaborative Problem-Solving
This course examines how school psychologists and behavior analysts utilize collaboration and consultation skills to promote effective implementation of interventions that address the academic, social-emotional and behavioral needs of school-aged children and their families. This course will review varied models of consultation (e.g., behavioral, mental health, and problem-solving) and analyze the skills needed to collaborate effectively with diverse individuals (e.g., parents/caregivers, educators, and community professionals). The role of consultation will be explored within a data-based, collaborative problem-solving approach to the delivery of a continuum of services that include assessment (e.g., functional behavioral assessment), intervention (e.g., behavior intervention plans), staff supports (e.g., behavioral skills training), and the application of single case research designs to evaluate the effectiveness of interventions. This course includes a blend of lecture, discussion, role play and applied learning experiences. Prerequisites: SPY 601, SPY 602, SPY 604, SPY 605, SPY 606, and SPY 608, or program permission 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 *Professional and Ethical Compliance Code for Behavior Analysts.* Prerequisites: Matriculation in the Certificate of Applied Behavior Analysis, or 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, and the Maine Board of Examiners of Psychologists. Special consideration is given to school psychologists ethical obligations to promote family-school collaboration. Prerequisites: Matriculation into the School Psychology Program, or with program permission. Cr 3.

SPY 610 Systems-Level Services to Promote Social, Emotional, and Behavioral Health This course provides knowledge of principles and research related to multitiered prevention systems, resilience and risk factors associated with social-behavioral problems, and evidence-based strategies for crisis intervention. Emphasis will be placed on developing skills necessary to achieve collaboration between school and family systems to enhance the social-behavioral outcomes of students. Prerequisites: Matriculation in school psychology program or program permission. Cr 3.

SPY 620 Multitiered Systems of Academic Support for General and Special Education
This course provides training in knowledge and skills for the implementation of multitiered systems of support (MTSS) in school settings, including students with suspected or identified disabilities. Students will gain knowledge about school system structures and organization, including general and special education. Through a problem-solving framework, students will learn how to apply universal screening and individual assessment methods to inform interventions which improve academic engagement and learning for all students including those with diverse backgrounds. Based on knowledge of cognition, learning, and developmental processes, students will learn to select, implement, and use data to evaluate evidence-based system level, group, and individual academic interventions. Emphasis will be placed on developing collaboration

skills with other school personnel to help all students become self-regulated learners and increase time engaged in learning through a multitiered continuum of services. Students will gain knowledge in the use of information and assistive technology resources to enhance learning, intervention acceptability, and treatment fidelity. Prerequisites: None. Cr 3.

SPY 625 Advanced Multi-Tier Instruction and Assessment for Mathematics
This course will provide advanced training in application of knowledge and skills related to multi-tier (MTSS) methods to support elementary mathematics instruction and assessment. Students will learn how to select and use universal benchmark screening measures, empirically-based core curricula, supplemental and intensive math interventions, and weekly progress measures. Through readings, discussion and practice, students will develop the skills necessary to set up, implement, and evaluate MTSS practices to support elementary math achievement for all students. Cr 3.

SPY 627 Advanced Multi-Tier Instruction and Assessment for Reading
This course will provide advanced training in application of knowledge and skills related to multi-tier (MTSS) methods to support instruction and assessment for students with reading disorders**.** Students will learn how to select and use universal benchmark screening measures, empirically-based core curricula, supplemental and intensive reading interventions, and weekly progress measures. Through readings, discussion and practice, students will develop the skills necessary to set up, implement, and evaluate MTSS practices to support reading achievement for all students. Cr 3.

SPY 640 Supervision and Performance Management in Applied Behavior Analysis
This seminar provides training in knowledge and skills pertaining to best practice methods of personnel supervision and management within the field of Applied Behavior Analysis. Behavioral skills training and performance management strategies will be featured as models for increasing behavior analytic competencies of supervisees. Students will review ethical and supervision standards established by the Behavior Analyst Certification Board. Through readings, discussions, and case examples, students will: (a) conduct a self-assessment of professional competencies in applied behavior analysis and (b) use the self-assessment data to design an individualized professional development plan to guide goals, objectives, and learning activities when conducting or receiving supervision. Prerequisites: Successful completion of SPY 601, SPY 602, and SPY 604 and matriculation in the Certificate in Applied Behavior Analysis or MS in Educational Psychology (with concentration in Applied Behavior Analysis) program, or program permission required. Cr 3.

SPY 670 Cognitive Affective Bases of Behavior
This course provides an in-depth study of cognition and affect, including perception, attention, learning and thinking, memory, executive functioning, self-control, motivation, and language. The course provides students with knowledge about (1) biological, cultural, and social influences on cognitive skills, (2) human learning, cognitive, affective, and developmental processes, and (3) biological, cultural, social, and developmental influences on behavior, mental health, and learning. Prerequisites: Matriculation in the School Psychology program, or program permission. Cr 3.

SPY 671 Physical Bases of Behavior
This course examines the biological bases of behavior. Biological, anatomical, physiological, neurological, biochemical, and endrocrinological factors that influence behavior are explored. The course also considers the structure and function of the nervous system in relation to both typical and atypical patterns of child development and functioning. Accordingly, biological influences on learning, memory, attention, motivation, emotion, and other domains of educational performance will be discussed. Prerequisites: None. Cr 3.

SPY 672 Assessments and Interventions to Develop Academic Skills This course is designed to prepare students to engage in a comprehensive systematic process of effective decision making and problem solving while conducting academic assessments and designing academic interventions for children of all backgrounds. Students will learn to select, administer, score, and interpret measures of academic achievement including published norm-referenced tests, criterion-referenced tests, curriculum-based assessments, and performance-based assessments as part of data collection process relevant to assessment. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem solving process that provides data to determine the effectiveness of instructional interventions. During the assessment and intervention processes, students will learn how to apply their knowledge of human learning, cognition, development, and technology as well as knowledge of biological and social factors to enhance children's cognitive and academic skills. Prerequisites: Successful completion of EDU 600 and HCE 605 and matriculation in the School Psychology program, or program permission. Cr 3.

SPY 673 Social Foundations of Behavior
This course examines the social foundations of behavior. Students will gain an understanding of the science of social psychology by reading and critically evaluating both classic and current research in the field. Topics such as conformity, mass communication and persuasion, social cognition, self-justification, human aggression, stereotypes and prejudice, group dynamics, and inter-group relations will be explored. Emphasis will be placed on understanding the implications of social psychology research for promoting prosocial behavior in school environments. 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: Matriculation in Psy.D. in School Psychology or instructor permission. 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 psycho-social interviews, behavior rating scales, social skills assessments, and adaptive behavior assessments. This course includes practical experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Prerequisites: Matriculation in the School Psychology program and satisfactory completion of EDU 600 and HCE 605, or program permission. Cr 3.

SPY 677 Cognitive Assessment
This course is designed to prepare students to conduct cognitive assessments which inform academic interventions. Students will learn to select, administer, score, and interpret measures of intellectual functioning. Students will develop an understanding of how to use measures of intellectual functioning as part of a comprehensive problem-solving process that drives effective accommodations and interventions. Prerequisites: EDU 600, HCE 605, and matriculation in the School Psychology program. 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. Students will identify individual differences and diverse characteristics that impact student learning. Readings and discussion will emphasize understanding the influence of diversity factors in order to promote effective and equitable assessment and intervention practices. The identification and development of skills to collaborate with school staff, interpreters, cultural brokers, and community liaisons will explored through case studies and role-play. Students will participate in activities to help recognize in themselves and others subtle racial, class, gender, and cultural biases that may influence decision-making, instruction, behavior, and outcomes for students. Ethical and legal considerations for working with students of diverse backgrounds will also be highlighted. Prerequisites: Matriculation in school psychology program or program permission. Cr 3.

SPY 693 School Psychology Practicum I
The 300 clock hour Practicum I is an introductory supervised experience in school psychology. Practicum I provides students with introductory experiences in school psychology and an opportunity to gain familiarity with the culture, systems, and educational practices within schools. Students in the School Psychology Program must complete 3 credits of SPY 693 during the first 2 years in the program, and they typically complete 1 credit per semester. Students complete practicum experiences on an individualized basis under the joint supervision of an appropriately certified/licensed school psychologist in the placement setting and a member of the core School Psychology Program faculty. Supervisors work individually with students to plan and complete a sequence of activities representing the core domains of school psychology practice. Prerequisites: Matriculation in the School Psychology program and program permission. Cr 1-3.

SPY 694 School Psychology Practicum II
The 300 clock hour Practicum II is an advanced experience within a school or related clinical setting. Practicum II provides students with supervised experiences in psychological assessment, intervention, consultation and other aspects of school psychology practice. Students in the School Psychology Program must complete 3 credits of SPY 694 during the last 2 years of coursework, and they typically complete one credit per semester. Students complete practicum experiences on an individualized basis under the joint supervision of an appropriately licensed/credentialed school psychologist in the placement setting and a member of the core School Psychology Program faculty. Supervisors work individually with students to plan and complete a sequence of activities representing a broad range of psychological services and all domains of school psychology practice. Prerequisites: Satisfactory completion of 3 credits of SPY 693 and program permission. Cr 1-3.

SPY 697 Statistics
This course is designed to introduce students to quantitative research designs used in a comprehensive, systematic process of decision making and problem solving. This course will emphasize the application of inferential statistics for program evaluation and applied research projects in education and psychology. Students will learn and apply basic parametric and non-parametric statistical procedures, including t-tests, Chi Square, Regression, and ANOVA. Students will learn how to analyze and display data, match research designs to the research question, and flexibly employ research designs in applied settings. Finally, students will be exposed to technology and information resources applicable to conducting statistical research. Cross-listed with EDU 705. Prerequisites: Satisfactory completion of EDU 600 or program permission. Cr 3.

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: Matriculation in Psy.D. in School Psychology. Cr var.

SPY 709 History, Systems, and the Profession of Psychology
This course covers the history of modern psychology and describes the development and role of school psychology as a specialty area. The history of multiple service delivery models and methods of school psychology will be explored through readings and research. Additionally, students will develop knowledge related to professional dispositions and effective practice as a school psychologist. To enhance professional practice, students will learn about relevant technology and identify professional development opportunities. Prerequisites: Matriculation in PsyD in School Psychology Program or program permission. Cr 3.

SPY 727 Seminar in Academic Assessment and Intervention
This course provides in-depth training in knowledge and skills for academic assessment and intervention practices. Through a problem-solving

framework, students will learn advanced practices in screening and individual assessment methods to inform interventions aimed at improving academic engagement and learning for all students including those of diverse backgrounds. Students will increase their ability to use ethical practices to evaluate the suitability, acceptability, and usability of academic interventions by reviewing relevant research and other data sources. Based on knowledge of cognition, learning, and developmental processes, students will broaden their ability select, implement, and use data to evaluate evidence-based academic interventions. Emphasis will be placed on developing collaborative skills to be able to work with other school personnel in the assessment and intervention process. Students will gain advanced knowledge in the use of information and assistive technology resources to enhance learning, intervention acceptability, and treatment fidelity. Prerequisites: Matriculation in PsyD in School Psychology program and completion of SPY 620 and SPY 672, or program permission. Cr 3.

SPY 729 Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities
This doctoral seminar provides training in knowledge and skills pertaining to best practices in conducting functional behavioral assessment and using the results of assessments to design individually tailored function-based interventions. This course will emphasize the application of behavior analytic problem solving approach to address a wide range of referral concerns (e.g., self-injurious, aggressive, stereotypic, destructive oppositional, and other forms of interfering behaviors) with a focus on developing strategies that minimize interfering behaviors and maximize prosocial replacement behaviors. This course will also include practice in report writing and in developing procedures for documenting the effectiveness of interventions. Prerequisites: Open to matriculated PsyD students or with program permission only, SPY 601, 602, 604, 606, and 607. Cr 3.

SPY 730 Seminar in Behavioral Assessment and Intervention for Individuals with Emotional and Behavioral Disorders
This doctoral seminar provides students with advanced training in the application of best-practices assessment and treatment of behaviors evoked by depression, anxiety, and other related mental health disorders in children, adolescents and young adults. This advanced course uses a problem solving framework for assessing behavior, designing evidence-based interventions, and collecting data to document the effectiveness of interventions. Prerequisite: Open to matriculated PsyD in School Psychology students or with program permission only. Prerequisites: SPY 601, 602, 604, 606, and 607. Cr 3.

SPY 740 Supervision in School Psychology
This doctoral seminar provides training in knowledge and skills pertaining to best practices clinical supervision within the field of School Psychology. Behavioral skills training and performance management strategies will be featured as models for increasing clinical skills of supervisees. Students will review supervision standards established by the National Association of School Psychologists, the American Psychological Association, the Maine Department of Education, and the Maine Board of Examiners of Psychologists. Readings, discussions, and case examples will be used to develop competencies. Students will also (a) conduct a self-assessment of professional competencies in School psychology (e.g., assessment, collaborative problem solving consultation, clinical interventions, evaluating the efficacy of interventions) and (b) use the self-assessment data to design an individualized professional development plan to guide pre-doctoral internship goals, objectives, and learning experiences. Prerequisites: Open to matriculated PsyD in School Psychology students preparing for internship within a year or with program permission. Cr 3.

SPY 751 Directed Study in Clinical Research
This course provides an opportunity for directed study in the clinical research techniques appropriate for educational and clinical settings. Students will select a research topic that advances current knowledge in the field of school psychology and promotes children's academic, social, emotional, or behavioral success within school or clinical settings. Students will conduct a comprehensive literature review, identify a clinically relevant research question, design a research methodology and data analysis plan, prepare hypothesized results, and defend their proposal. Prerequisites: Open to matriculated Psy.D. students who have successfully completed the Psy.D. Comprehensive Examination. Graded Pass/Fail. Cr 3.

SPY 759 Dissertation in School Psychology
This course includes the activities necessary to implement, evaluate, and summarize a research project (dissertation) related to the field of school psychology. After submitting a proposal for approval by the Institutional Review Board and obtaining informed consent from potential research participants, students will implement the research protocol, analyze the resulting data, develop a manuscript to report their findings, and publicly defend their work. Graded Pass/Fail. Prerequisites: Open only to matriculated Psy.D. students who have successfully completed SPY 751. Cr 6.

SPY 788 Pre-Doctoral Internship in School Psychology
The pre-doctoral internship is the culminating supervised field experience in school psychology. The pre-doctoral internship includes a planned sequence of educational and training experiences to promote students' development of professional-level competencies in the areas of assessment, intervention, consultation, supervision, and applied research. Students enrolled in the pre-doctoral internship complete 1,500-2,000 hours of work experience while receiving a minimum of 4 hours per week of field-based supervision, regular opportunities for peer interaction and support, and systematic formative and summative performance-based evaluations. Students complete a minimum of 750 hours of the pre-doctoral experience in school settings delivering psychological services to children and adolescents, and they complete all hours in educational or clinical settings that provide evidence-based psychological services. The experience may be completed on a full-time basis over one year (no less than 48 weeks) or on a half-time basis over two years (no more than 104 weeks). Prerequisites: Matriculation in the PsyD in School Psychology Program; successful completion of all required academic courses and the comprehensive exam; and permission of the instructor. Cr var. (total of 9 semester hours for the internship).

Muskie School Overview

Director: Firooza Pavri

Professors: Bampton, Edney, McDonnell, Pavri, Savage, Swanson; Associate Professors: Hamilton, Handman, Huston, Joly, Kim, LaPlante, Lichter; Assistant Professors: Michaud, Paulu, Ziller; Practice Faculty: Sahonchik, Tupper; Lecturer: Ghezzi, LaSalle

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 Public Health (MPH), and Policy, Planning, and Management (MPPM). It also offers bachelor's degrees and several minors through the School's undergraduate Geography-Anthropology (GYA) and Tourism and Hospitality (TAH) programs, as well as a wide spectrum of certificates and certificates of graduate study. Muskie graduates work in many fields in the public, non-profit, and private sectors.

Muskie School Research and Public Service

The Muskie School is home to the Cutler Institute. Through innovative and collaborative public service, the Cutler Institute advances and supports the wellbeing of individuals, families, and communities. More than 150 experienced staff help organizations and communities thrive in a changing world by translating knowledge and best practices into sustainable solutions that are responsive to societal needs and focused on both short-term and long-term outcomes.

As the research arm of the Muskie School, Cutler staff bring decades of experience and advanced degrees in policy, social work, law, education, business administration, and public health. The Institute's multidisciplinary approach allows staff to provide innovative outcomes to complex local, national, and international issues.

The Cutler Institute's primary focus areas are children, youth, and families; disability and aging; economic and workforce development; environmental and social resilience; justice policy; and population health and health policy.

The Research Service Center within the Institute develops and administers policies and processes that support research, scholarship, creative activity, and student success across the University.

Finally, as part of Cutler's role in advancing the University's economic development strategies, the Institute maximizes the value of investments from the Maine Economic Improvement Fund.

Visit the Cutler Institute website for more information.

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 and public service projects through externally funded grant and contract awards totaling $20 million. The School's faculty and staff bring 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. The School's research and public service programs provide faculty and students with real-life experiences that expand and inform the educational experience. Many graduate students take advantage of the School's research programs through assistantships and internships.

Specialized laboratories administered by the Muskie School's Geography-Anthropology program provide high-tech, hands-on research and teaching facilities that allow for student-faculty research collaborations. These include the Archaeology, Environmental Archaeology, Zooarchaeology, Qualitative Research, Cartography and Map Collections, and the Geographic Information System (GIS) Laboratories.

Certificates of Graduate Study

Certificates of graduate study are designed for working professionals and/or those exploring future opportunities for graduate study. Enrollment in a Certificate Program does not guarantee admission to the MPPM or MPH program.

The following certificates of graduate study are offered by the Muskie Public Health program:

- Healthcare Quality and Patient Safety
- Public Health

The following certificates of graduate study are offered by the Muskie Policy, Planning, and Management program:

- Applied Research and Evaluation Methods
- Policy Analysis
- Public and Nonprofit Management
- Community Planning and Sustainable Development

The following certificate of graduate study is offered by the Geography-Anthropology department:

- Applied Geographic Information Systems (GIS)

Undergraduate Certificates

The following certificate is offered by the Program in Geography-Athropology:

- Certificate in Applied Geographic Information Systems

The following certificates are offered by the Program in Tourism and Hospitality:

- Certificate in Event Planning and Management
- Certificate in Tourism Development and Planning

Non-Matriculated Students

Public service professionals and community residents who have completed a bachelor's or more advanced degree 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. Those interested in enrolling in the School's courses are urged to contact instructors as early as possible. Students may also contact the Muskie School's administrative office for information on space availability and registration information. Taking classes as a non-matriculated student does not guarantee admission to a certificate, the MPPM, or MPH program.

Graduate Transfer Credit
Students who have completed coursework in another graduate program at USM or elsewhere may petition the MPPM or MPH Academic Affairs Committee for transfer of up to 9 credit hours. Transfer credit may only be applied to completion of the degree if approved by the programs' Academic Affairs Committee.

Extramural Credit for Matriculated Students

Students who are matriculated in the MPPM or MPH master's programs who would like to take a course offered by another department at USM or another university that is not a pre-approved elective or already cross-listed with a Muskie graduate degree program must obtain permission from their Muskie program's chair prior to registering for the non-Muskie course.

Visit the Muskie School of Public Service website for more information.

Certificate of Graduate Study in Applied Geographic Information Systems (GIS)

Description

The Certificate of Graduate Study in Applied Geographic Information Systems (GIS) is designed to provide students and members of the professional community with geospatial technology skills. At all levels of the program, training focuses on the application of these skills in the workplace and in research environments. The certificate is open to graduates interested in developing GIS applications in their fields, those already holding degrees who are interested in developing GIS skills to apply to their own areas of expertise, or professionals interested in adding GIS to their lexicon of skills or retooling for a career change.

Program Requirements

The Certificate of Graduate Study in Applied GIS consists of three required courses and one elective, totaling a minimum of 12 credit hours. All courses will be taught at USM. For matriculated students, some courses may be transferred from other campuses within the University of Maine system, as appropriate. For matriculated students, one course may be transferred from colleges outside the University of Maine System, on a case by case basis and as approved by USM faculty teaching that course.

In cases where students have already completed the listed course and with prior approval, alternate courses may be substituted for both requirements and electives to make up the minimum count of 12 credits. There is a minimum residency requirement of 3 courses or 9 credit hours. Students must complete all courses with a C or better. Individual graduate programs may set higher standards.

Geography-Anthropology majors in SCC and CNHM specializations may use only one course in the certificate toward their major requirements. Geography-Anthropology majors in the **Applied GIS and Geospatial Analysis** track are ineligible for the certificate. Majors in other programs should discuss similar restrictions with their advisors.

Required courses:

- GEO 505/GEO 605 Remote Sensing
- GEO 508/GEO 608 GIS Applications I
- GEO 518/GEO 618 GIS Applications II

Electives:

Take at least one of the following for a minimum total of 12 credit hours:

- COS 160 Structured Problem Solving: Java (3 cr.) and,
- COS 170 Structured Programming COS 184 Python Programming (COS 160/170 must be taken together)
- GEO 540/GEO 640 Digital Mapping
- GEO 545/GEO 645 Drone Mapping
- GEO 558/GEO 658 Research Applications in GIS

These courses may either be taken alone, or some combination of the two for the total of three credits

- GEO 538/GEO 638 Independent Study in GIS (1-3 cr.)
- GEO 548/GEO 648 GIS Internship (1-3 cr.)

Admission Information

Applicant Qualifications

Criteria for admission include successful completion of a bachelor's degree.

Application Procedures and Required Materials

Application Deadline: Rolling

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript to be considered official, it must be sent by the institution.

MPPM in Policy, Planning, and Management

Description

The MPPM prepares students for leadership and management roles in government, nonprofit organizations, and private organizations serving the public and nonprofit sectors by developing a strong, multi-disciplinary foundation of skills and knowledge in the fields of policy, planning, and management. Coursework focuses on conceptual learning and application through use of real-world data, case studies, and client- and community-based projects and assignments. The degree is designed for working professionals and pre-career students from diverse educational backgrounds who aspire to professional roles and careers as leaders, managers, advocates, planners, or analysts in areas related to environment, sustainable development, and economic and social policy.

The goals of the program are to educate students to have the ability to:

- Comprehend the fundamentals of public policy, planning, and management.
- Identify and describe problems and solutions from diverse political, economic, and ethical perspectives.
- Evaluate and synthesize problems and solutions quantitatively and qualitatively.
- Design solutions and implementation strategies for organizations and communities.
- Evaluate approaches to public, private, and non-profit organizational leadership and management.
- Articulate strategies to engage and facilitate civic discourse, community participation, and public-private cooperation.
- Communicate clearly, orally, graphically, and in writing, to inform, manage, and persuade.

Program Requirements

The 36-credit degree program provides a rigorous core of six courses (18 credits) while allowing flexibility to tailor elective course work to meet professional goals. In addition to the core, students must complete 18 credits of electives, including a 3 credit public service internship, a 3 credit capstone project, or a non-credit portfolio to serve as evidence of the experience and expertise acquired during the course of completing the MPPM. Working closely with a faculty advisor, students may choose an individualized course of study or complete a concentration in Public Policy; Sustainable Development and Geospatial Technologies; or, Public and Nonprofit Management.

Core Course Substitution Request

A student may request a waiver from a program requirement by demonstrating adequate mastery of the subject matter. Evidence may include the syllabus, undergraduate transcript or a graduate transcript, successful completion of an examination, submission of samples of work, or through other means acceptable to the faculty member teaching the course. Approval does not reduce the credit requirement for graduation; students take additional electives to meet the required credits.

The Core Curriculum

A core curriculum of 18 credits assures an understanding of the basic principles of public policy, planning, and public and nonprofit management.

Core Curriculum Requirements

- PPM 601 Quantitative Methods for Policy, Planning, and Management
- PPM 610 Governance, Democracy, and Policymaking
- PPM 611 Economics for Policy, Planning, and Management
- PPM 612 Sustainable Communities
- PPM 615 Organizational Leadership
- PPM 640 Public Finance and Budgeting

In addition to the core requirements, students take 18 credits of electives. Students must complete one of three options: a 3 credit public service internship, a 3 credit capstone, or a non-credit student portfolio*. Students without significant public service experience are advised to complete

and internship. Students normally choose a concentration: *Public Policy; Sustainable Development and Geospatial Technologies; or, Public and Nonprofit Management.* As an alternative to choosing a concentration, students may choose courses from graduate programs across the university including Business, Education, Law, Public Health, and Social Work as well as electives in the program.

Concentrations

Public Policy Concentration

The Public Policy Concentration focuses on building skills in policy design and formulation and the methods of policy analysis, research, and evaluation. This concentration is appropriate for students seeking professional careers in policy think tanks and other organizations and businesses that generate public policy research, analysis, and advocacy as well as the public, nonprofit, and private sectors especially in areas of consulting and contracting support for governments and nonprofits.

The learning outcomes of students in the Public Policy Concentration include:

- Quantitatively and qualitatively analyze, synthesize, and evaluate public policies.
- Identify and evaluate unintended effects and the distribution of problem and policy effects across affected populations.
- Identify and articulate competing interests in public policy debates, including the influence of values, ethics, ideologies, and public opinion.
- Analyze policies and assess their potential impact using empirical evidence, and articulate the strength of the evidence base.
- Clearly articulate policy concepts and issues and the results of policy analysis and research, orally and in writing, to inform, manage and persuade.

Students completing the Public Policy Concentration complete six credits of required courses and 12 credits of electives. Students must complete one of three options: a 3 credit public service internship, a 3 credit capstone, or a non-credit student portfolio*.

Public Policy Concentration - Required Courses:

- PPM 622 Applied Policy Analysis
- PPM 696 Public Service Internship or PPM 699 Capstone or a non-credit student portfolio*

Public Policy Concentration - Possible Electives

- PPM 522 Introduction to ArcGIS
- PPM 570 Argumentation and Advocacy
- PPM 608 Dispute Management
- PPM 616 Policy, Planning and Management Law
- PPM 665 Transportation Planning and Policy
- PPM 667 Housing Planning and Policy
- PPM 672 Food Policy and Planning
- PPM 676 Energy Policy and Planning
- PPM 683 Environmental Law and Policy
- PPM 695 Independent Study
- PPM 696 Public Service Internship
- PPM 699 Capstone
- ECO 523 U.S.Labor and Employment Relations
- ESP 521 Natural Resource Policy
- ESP 526 Environmental Economics
- ESP 527 Natural Resource Economics
- ESP 540 Environmental Regulations
- ESP 570 Solid Waste Planning and Policy
- GEO 555 Gender, Race and Class in the City
- MPH 525 American Health System
- MPH 650 Applied Public Health Research and Evaluation
- MPH 660 Health Policy**
- MPH 690 Public Health Policy for Children and Families

*Students who complete a non-credit portfolio in lieu of a capstone or public service internsthip take an another elective course.

**Prerequisite for MPH 660 Health Policy is MPH 525 American Health Systems or permission of the instructor.

Other courses may be approved by your advisor upon request.

Public and Nonprofit Management Concentration

Public executives negotiate a constantly changing field to meet the demands of the citizens and communities in which they serve, all the while functioning in a transparent manner to keep and hold the public trust. The Public and Nonprofit Management concentration is designed for students already working or planning to work in government or nonprofits. Anyone without significant work experience should plan on an internship. Those planning a career as a town or county manager or some other position in local government shoudl plan on completing PPM 534 Managing Cities, Towns and Counties.

The learning out comes of students in the Public and Nonprofit Management Concentration include:

- Develop leadership and management skills through engaging in problem- and project-based learning.
- Understand and evaluate organizational dynamics and mobilize others in collaborative problem-solving and partnerships to address complex problems.
- Utilize performance measurement systems in order to collect, analyze, interpret and present evidence using appropriate models and methods.
- Develop the skills to work effectively in an arena of competing interests while being cognizant of the needs of the general community.
- Communicate effectively and engage productively within a diverse and changing workforce and citizenry, community groups, and organizations.

Students seeking the Public and Nonprofit Management Concentration complete the six credits of Concentration required courses and 12 credits of electives.

Public and Nonprofit Management Concentration - Required Courses:

- PPM 535 Managing in the Nonprofits
- PPM 696 Public Service Internship or PPM 699 Capstone or a non credit student porfolio*

Public and Nonprofit Management Concentration - Possible Electives:

- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 534 Managing Cities,Towns,and Counties
- PPM 545 Grant Writing and Development
- PPM 550 State and Regional Economic Development
- PPM 570 Argumentation and Advocacy
- PPM 608 Dispute Management
- PPM 616 Policy, Planning and Management Law
- PPM 632 Human Resource Management in Public and Nonprofit Organizations
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors
- PPM 695 Independent Study
- PPM 696 Public Service Internship
- PPM 699 Capstone
- GEO 608 GIS Applications I
- MPH 575 Health Systems Organization and Management
- MPH 640 Health Finance**
- MPH 655 Public Health Practice
- MPH 675 Health Information Management

*Students who complete a non-credit portfolio in lieu of a capstone or public service internsthip take an another elective course.

**Prerequisite for MPH 640 Health Finance is basic accounting or permission of the instructor.

Other courses may be approved by your advisor upon request.

Sustainable Development and Geospatial Technologies Concentration

The Sustainable Development and Geospatial Technologies concentration focuses on building skills in the methods and applications of sustainable community development and planning, including GIS and remote sensing, site planning and assessment, forecasting and modeling, and citizen engagement. Students may also select courses in environmental and sustainability science and theory, and energy and natural resource management and policy. Students will have the opportunity to produce professional-level projects focused on issues of planning and sustainable development.

The learning outcomes of students in the Sustainable Development and Geospatial Technologies include:

- Demonstrate strong working knowledge of planning and development elements and standards.
- Demonstrate working knowledge of the legal and political foundations of plan making and a background in planning and zoning law.
- Demonstrate proficiency in the use of industry-standard GIS and remote sensing software tools and techniques of analysis.
- Apply geospatial technologies and spatial analysis approaches to address planning and sustainable community development issues.
- Demonstrate ability to design, develop, research and communicate professional-level projects using GIS and/or remote sensing tools and focused on issues of planning and sustainable development.

Students seeking the Sustainable Development and Geospatial Technologies Concentration shall complete the nine credits of Concentration required courses and nine credits of electives. Through elective courses, students will have the option of developing advanced skills in environmental, land use, and energy management and policy.

Sustainable Development & Geospatial Technologies Concentration - Required Courses

- PPM 613 Sustainable Development Workshop
- GEO 605 Remote Sensing ***or*** GEO 608 GIS Applications I ***or*** PPM 522 Introduction to ArcGIS
- PPM 696 Public Service Internship or PPM 699 Capstone or a non credit student portfolio*

Sustainable Development & Geospatial Technologies Concentration – Possible Electives

- PPM 501 Planning Theory
- PPM 534 Managing Cities, Towns and Counties
- PPM 550 State and Regional Economic Development
- PPM 560 Crisis and Risk Management
- PPM 581 Global Planning Issues: Megacities and Megacity Regions
- PPM 607 Elements of Plan Making
- PPM 608 Dispute Management
- PPM 616 Policy, Planning, and Management Law
- PPM 664 Introduction to Town Design and SketchUp
- PPM 665 Transportation Planning and Policy
- PPM 667 Housing Planning and Policy
- PPM 672 Food Planning and Policy
- PPM 676 Energy Policy and Planning
- PPM 683 Environmental Law and Policy
- PPM 695 Independent Study
- PPM 696 Public Service Internship
- PPM 699 Capstone
- GEO 502 Urban Geography
- GEO 503 Economic Geography
- GEO 520 Conservation of Natural Resources
- GEO 618 GIS Applications II
- ANT 506 Public Archaeology
- ANT 508 Environmental Archaeology
- ANT 515 Ethnographic Methods: Ethics and Practice
- ESP 517 Site Planning & Assessment for Sustainability
- ESP 570 Solid Waste Planning and Policy

*Students who complete a non-credit portfolio in lieu of a capstone or public service internsthip take an another elective course.

Other courses may be approved by your advisor upon request.

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling Admissions

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts

from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required

- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: Submit a brief essay (300-500 words) stating your reason 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.
- Letters of Recommendation (3): Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores: - None required
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program

Where to send transcripts and application materials

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University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Graduate Study in Applied Research and Evaluation Methods

Description

The Certificate of Graduate Study in Applied Research and Evaluation Methods is designed for students and practitioners who want to learn to use data more 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 is a stand-alone credential or the 12 credits may be transferred into the Master's in Policy, Planning, and Management upon admission. Students generally take one course a semester.

Program Requirements

Students select four courses (12 credits) including one required course and three electives from the following list of approved courses. Other courses may be approved upon request by a faculty advisor.

Required courses (3 credits):

- PPM 601 Quantitative Methods for Policy, Planning, and Management

Select an additional three courses (9 credits) from the following list:

- GEO 608 GIS Applications I
- GEO 618 GIS Applications II
- PPM 503 Applied Research Methods
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 602 Hand-On Correlation and Regression Analysis
- MPH 535 Introduction to Epidemiologic Research
- MPH 545 Applied Biostatistics
- MPH 650 Applied Public Health Research and Evaluation
- MPH 670 Quality Improvement
- MPH 676 Data Management and Analytics
- MPH 677 Regression Models in Health Sciences
- MPH 678 Information Visualization (prerequisite: MPH 676)

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling admissions

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: In a brief essay (300-500 words), please state your reasons for pursuing Certificate of Graduate Study in Applied Research and Evaluation Methods, your professional goals, and how you think this program of study will contribute to these goals.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

Certificate of Graduate Study in Community Planning and Sustainable Development

Description

The Certificate of Graduate Study in Community Planning and Sustainable Development provides students with a firm grounding in community planning covering areas such as planning and sustainability concepts, land use and environmental regulation, economic development, and working with the public. This certificate is the only certificate in Northern New England to provide students with planning preparation.

Those contemplating a career in land use, economic development, and sustainability planning - are invited to discuss their goals with the Chair.

This certificate is a stand-alone credential, or the 12 credits may be transferred into the Master's in Policy, Planning, and Management degree program upon admission. Students generally take one course a semester.

Program Requirements

Students select four courses (12 credits), two required courses and two electives from the following list of approved courses. Other courses may be approved upon request.

Required Courses (6 credits)

- PPM 607 Elements of Plan Making
- PPM 612 Sustainable Communities

Select two additional courses (6 credits) from the following:

- PPM 534 Managing Cities, Towns and Counties
- PPM 550 State and Regional Economic Development
- PPM 613 Sustainable Development Workshop
- PPM 664 Introduction to Town Design and SketchUp
- PPM 665 Transportation Planning and Policy
- GEO 605 Remote Sensing
- GEO 608 GIS Applications I
- GEO 618 GIS Applications II

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling admissions

Applicants are required to provide the following materials:

- Application: Online Application
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    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.

- Essay: In a brief essay (300-500 words), please state your reasons for pursuing Certificate of Graduate Study in CommunityPlanning and Sustainable Development, your professional goals, and how you think this program of study will contribute to these goals.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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Certificate of Graduate Study in Policy Analysis

Description

The Certificate of Graduate Study in Policy Analysis is designed for those who seek a career or already are policy analysts, policy makers, political activists, planners, community leaders, or others seeking an improved understanding of public policy development, research and evaluation, and those who wish to help improve outcomes.

This certificate is a stand-alone credential or the 12 credits may be transferred into the Master's in Policy, Planning, and Management degree program upon admission. Students generally take one course a semester.

Program Requirements

Students select four courses (12 credits) including one required course and three electives from the following list of approved courses. Other courses may be approved upon request.

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 an undergraduate microeconomics course or PPM 611 Economics for Policy, Planning, and Management as part of the certificate.

Required Courses (3 credits)

- PPM 622 Applied Policy Analysis

Select three additional course (9 credits) from the following:

- PPM 502 Applied Research Methods
- PPM 531 Measuring Performance in Public and Nonprofit Sectors
- PPM 542 Policy Issues in State and Local Finance
- PPM 570 Argumentation and Advocacy
- PPM 602 Hands-on Correlation and Regression Analysis
- PPM 611 Economics for Policy, Planning, and Management
- PPM 665 Transportation Planning and Policy
- PPM 667 Housing Planning and Policy
- PPM 672 Food Policy and Planning
- PPM 683 Environmental Law and Policy
- MPH 660 Health Policy (prerequisite MPH 525 American Health Systems or permission of instructor.)

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling admissions

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: In a brief essay (300-500 words), please state your reasons for pursuing Certificate of Graduate Study in Policy Analysis, your professional goals, and how you think this program of study will contribute to these goals.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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Certificate of Graduate Study in Public and Nonprofit Management

Description

The Certificate of Graduate Study in Public and Nonprofit Management is designed to provide traditional students, working professionals, and volunteers with cutting edge knowledge, skills and techniques to respond to the managerial and leadership challenges in the nonprofit and public sectors.

The certificate is a stand-alone credential or the 12 credits may be transferred into the Master's in Policy, Planning, and Management degree program upon admission. Student generally take one course a semester.

Program Requirements

Students select four courses (12 credits); two required courses and two electives from the following list of approved courses. Other courses may be approved upon request.

Required Courses (6 credits)

- PPM 535 Managing Nonprofits
- PPM 615 Organizational Leadership

Select two additional courses (6 credits) from the following:

- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 534 Managing Cities, Towns and Counties
- PPM 538 Philanthropy and Social Entrepreneurship
- PPM 541 Nonprofit Financial Management
- PPM 542 Policy issues in State and Local Finance
- PPM 545 Grant Writing and Development
- PPM 553 Volunteer Engagement and Management
- PPM 560 Crisis and Risk Management
- PPM 632 Human Resource Management in Public and Nonprofit Organizations
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors
- PPM 640 Public Finance and Budgeting

Admission Information

Application Procedures and Required Materials

Application Deadline: Rolling admissions

Applicants are required to provide the following materials:

- Application: Online Application
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- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: In a brief essay (300-500 words), please state your reasons for pursuing Certificate of Graduate Study in Public and Nonprofit Management, your professional goals, and how you think this program of study will contribute to these goals.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation

Policy, Planning, and Management Course Descriptions

PPM 501 Planning Theory
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.

PPM 503/603 Applied Research Methods
Selected topics in methods of analysis determined from time to time including applied cost benefit analysis, graphing data using Excel, hands-on correlation and multiple regression, survey methods. Cr 3.

PPM 522 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. Cr 3.

PPM 531 Measuring Performance in the Public and Nonprofit Sectors
This course is an introduction to performance measurement, monitoring, and reporting and related activities such as benchmarking for consumer and citizen use, and service efforts and accomplishments reporting. 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. 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 534 Managing Cities, Towns and Counties
Overview of the key responsibilities and activities associated with the administration of local and county government. Appreciation of the dynamics and politics of the administration of local government entities. An emphasis will be placed upon the actions of managers interacting with department managers, the public, and volunteer committees. Cr 3.

PPM 535 Managing Nonprofits
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 the blurring of public, private, and nonprofit sectors, board/staff relationships, the implications of technology, ission expansion, and chartible giving. Cr 3.

PPM 541 Nonprofit Financial Management
Examines the management of finances in nonprofit organizations. Increasing financial management relates to internal operations, meeting needs

with limited resources, and to external issues of accountability and transparency. Topics include an introduction to fund accounting, working with financial statements, financial controls and fraud prevention, budgeting, and managing long term fiscal health. Cr 3.

PPM 542 Fiscal Policy Issues
This course examines fiscal issues facing central cities with attention ot historical and current challenges to the vitaity and revitalization of Maine's cities. Topics include fiscal disparities, educational equity, property taxes, fiscal equalization, state aid programs for schools and municipalities. Efforts to improve conditions in northeastern and "rust belt" cities will be examined and innovations considered for applicability to Maine. Cr 3.

PPM 545 Grant Writing and Development
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, which 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 560 Crisis and Risk Management
This course focuses on managing organizational crises including mitigating risk, developing crisis management plans, adopting best practices to contain and resolve crisis events, and implementing strategies to recover from crises. In this case-based course, we will examine various theories to understand crises and then study cases of particular types of crises such as natural disasters, pandemics, terrorism, and industrial accidents with environmental consequences. We will focus particularly on communication as the primary tool to manage issues, discuss risk, deal with the media, and restore reputation. Cr 3.

PPM 565 Transportation Planning and Policy
The basic elements of transportation planning and engineering and the relationship between transportation planning and policy and land use will be examined throughout this course. Cr 3.

PPM 570 Argumentation and Advocacy
This course is designed to teach students to communicate about public policy issues. We will examine speeches, editorials, opinion articles, and debates to learn how speakers and writers frame issues, adapt to specific audiences, choose language, structure arguments, and build a case to achieve persuasive communication. We will look at all sides of issues including those advocating for change as well as those defending current policies. This will be a hands-on course where students will practice writing letters to the editor and opinion columns as well as engaging in dialogue and debate about controversial issues. The theoretical basis for the course will rely upon theories from classical rhetoric and contemporary studies in argumentation as well as best practices in public relations. Cr 3.

PPM 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.

PPM 601 Applied Data Analysis and Statistics
Introduces students to a variety of analytical approaches to studying management, planning, and policy questions. Topics include essential strategies for making sense of data, data description and summarization, graphing data with Excel, correlation analysis, and an introduction to simple and multiple linear regression analysis. A case study approach helps students acquire skills that will enable them to compile and make sense of policy, planning, and management data, select and apply statistical methodology appropriately, evaluate critically work done by others, and communicate methods and findings persuasively to non-technical but knowledgeable audiences.Cr 3.

PPM 602 Advanced Quantitative Methods for Policy, Planning, and Management: Special Topic
The course will build on statistical techniques learned in PPM 601 and covers extensions to the linear regression model, such as interaction

effects, instrumental variables, hierarchical linear models, logistic regression for dichotomous and ordinal outcomes, quantile regression, time series regression and panel-data methods as well as regression-based forecasting techniques and sample-selection corrections. Students will learn both the techniques and how to apply them using data sets. Cr 3. Prerequisite PPM 601 or instructor permission.

PPM 507/607 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.

PPM 508/608 Dispute Management
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.

PPM 510/610 Governance, Democracy, and Public Policymaking
This course examines the relationship between the political process, public policymaking, and decision-making. Topics include public policy formulation, adoption, implementation, and evaluation; root cause analysis; the role of policy actors and stakeholders; effective policy communication; and the examination of contemporary public policy issues through case studies. Cr 3.

PPM 611 Economics for Policy, Planning and Management
This course introduces students to the use and application of economics in public policy, planning, and management. Topics include how markets allocate resources; role of government in a market economy; market failures and responses to them; problems of efficiency vs. equity; and application of microeconomic tools to analysis of Maine and national policy issues. Cr 3.

PPM 512/612 Sustainable Communities
The course 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. Cr 3.

PPM 513/613 Sustainable Development Workshop
This course centers around group projects in planning and/or sustainable development. It is focused on getting students to design, research, produce, and communicate professional-level projects during a single semester. Prerequisite: PPM 612 or instructor permission. Cr 3.

PPM 515/615 Organizational Leadership
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, leadership styles, emotional intelligence, persuasive communication, team building, decision making, organizational culture and change. The course prepares students to become 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 616 Policy, Planning, and Management Law
This course provides an introduction to how the Constitution and law shape the administration of local and state government in area such as land use, access to public records, public hearings, and public meetings. Concepts of dues process and freedom of speech ae covered and the interpretation of statutes and court cases. 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, research, and evaluation. Topics and case studies will change, but will include policy issues such as, education, public assistance, unemployment insurance, economic development, natural resource management, and the environment. Methods covered may include forecasting, multi-criteria analysis, decision analysis, economic impact analysis, cost benefit analysis, and simulation. Cr 3.

PPM 630 Innovation and Change in the Public Sector
Examines how effective public organizations set goals, structure themselves, adapt to their environment and innovate, work with diverse constituencies, 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. Cr 3.

PPM 632 Human Resource Management in Public, and Nonprofit Organizations
This course examines human resource management in the public and nonprofit sectors. 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 538/638 Philanthropy and Entrepreneurship
Effectively participating in the social sector mandates a firm grounding in the ever-evolving principles, practices and models unique to philanthropic stewardship, entrepreneurship and grantmaking. This course explores the key operational and strategic distinctions between traditional philanthropic entities, such as community foundations, private foundations and corporate foundations; and innovative models, including funding intermediaries, technology-driven philanthropies, impact investing and venture philanthropy. Course work will include readings and case discussions that encourage students to analyze both domestic and global philanthropic strategies as they relate to foundation mission, grantmaking, evaluation, infrastructure, knowledge management, policy change and board governance. Students will learn the differences across these conceptual frameworks and understand how they influence the ways in which foundations establish goals, develop strategies, evaluate grantees, and determine funding priorities. By exploring both the conceptual and pragmatic dimensions of across frameworks, students will understand the tensions and debates within the philanthropic sector. Coursework includes case studies, individual foundation research, and opportunities to become familiar with the research by and about the philanthropic sector. Cr 3

PPM 639 Topics in Policy, Planning, and Management
This course (offered only periodically) examines selected topics in policy, planning, or public/nonprofit 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 564/664 Introduction to Town Design and SketchUp
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.

PPM 667 Housing Planning and Policy
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 and policy. Cr 3.

PPM 672 Food Planning and Policy
This course is designed to build knowledge of the food system, how it functions and 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.

PPM 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.

PPM 683 Environmental Law and Policy
This course explores the protection of the environment from the multi-professional perspectives of law, business and public policy. The objectives of the course are to provide a basic introduction to the field of environmental law; explore the intersection of law, business, and public policy in the regulation of the environment through case studies. Cr 3.

PPM 695 Independent Study

An independent study designed to develop a student's ability to plan, organize, research, and report. Independent studies cover 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 completed under the supervision of a faculty advisor. Independent studies may take the form of either readings or a special project. Prerequisite: Instructor permission. Cr 3.

PPM 696 Public Service Internship
The internship provides professional experience within public service. In addition to satisfactory work experience, a post-internship written report is required. Offered as pass/fail only. Prerequisite: faculty approval of host organization, internship work plan, and completed "Internship Approval Form" and permission of instructor. Cr 3.

PPM 699 Capstone
Students complete an individual or team project resulting in a paper or other project that demonstrates competence to undertake professional work in policy analysis, planning, or management. The capstone is completed under the supervision of a faculty advisor at the end of the student's program. Prior to registration, the student submits a short proposal for approval by a faculty advisor. The student completes a written report and makes an oral presentation of the results. Prerequisite: instructor permission. Cr. 3.

MPH in Public Health

Description

Master of Public Health (MPH)

Healthy living, chronic disease, health system performance and costs, access to health care, environmental threats, health disparities – these are some of the pressing public health concerns 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 is an accredited program that 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. 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, community-based organizations, primary care and multi-specialty physician practices, hospitals, and health and health-related agencies. 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 contact Erika Ziller, erika.ziller@maine.edu.

Program Requirements

The Master of Public Health (MPH) is a generalist curriculum that provides a foundation of knowledge and the opportunity to develop core skills for effective performance in public health fields, including management and leadership positions. Coursework includes both individual and team assignments, and is designed to build program competencies and to integrate learning across the curriculum. Oral and written communication skills are developed throughout the curriculum, along with competencies in informed decision-making (e.g. epidemiology, biostatistics), and leadership and management. The MPH is a 45 credit hour degree. The Graduate Program in Public Health was accredited by the Council on Education for Public Health in 2016, for the period 2013 through 2021.

Students have 30 credit hours of Required Core Courses. In addition, students must take an additional 15 elective credit hours of which at least 12 credits must be courses with the MPH designation. The remaining three credits may include a course from the MPH program or other programs.

Required Core Courses – 30 credits:

- MPH 525 American Health System
- MPH 535 Introduction to Epidemiologic Research
- MPH 545 Applied Biostatistical Analysis
- MPH 555 Environmental Health
- MPH 565 Social and Behavioral Health
- MPH 575 Health Program Planning and Management
- MPH 580 Health Literacy and Communication (online)
- MPH 650 Public Health Research and Evaluation
- MPH 660 Health Policy (Prerequisite: MPH 525 American Health Systems or permission of instructor)
- MPH 698 Field Experience
- MPH 699 Capstone

MPH Elective Courses
Students are required to select 15 elective credits. Elective credits may be drawn from the elective list below. Students must select a minimum of 12 credit hours that carry the MPH prefix.

MPH Electives:

- MPH 500 Introduction to Public Health
- MPH 539 Topics in Public Health I
- MPH 625 Leadership & Professional Development
- MPH 630 Health Planning and Marketing
- MPH 635 Health Law and Ethics
- MPH 639 Topics in Public Health
- MPH 640 Healthcare Finance
- MPH 655 Public Health Practice
- MPH 665 Health Economics
- MPH 665 Health Economics
- MPH 670 Quality Improvement
- MPH 675 Health Information Management
- MPH 676 Data Management and Analysis (Online)
- MPH 677 Regression Models in Health Sciences
- MPH 678 Information Visualization (Online) (Prerequisite: MPH 676 Data Management and Analysis or permission of the instructor)
- MPH 681 Seminar in Public Health – Behavioral Health
- MPH 682 Seminar in Public Health – Long-Term Care, Aging & Disability Policy
- MPH 683 Patient Safety (Online)
- MPH 684 Bioethics, Medicine & Law (2 credits)
- MPH 690 Public Health Policy for Children and Families

Pre-approved elective courses from other programs:

- GEO 608 Geographic Information System Applications I
- GEO 618 Georgraphic Information Systems Applications II
- PPM 545 Grant Writing and Development

Recommended Course Sequence

Full-time MPH Students
Year 1, Fall Semester - 9 credits:

- MPH 525 American Health System
- MPH 545 Applied Biostatistical Analysis
- MPH 575 Health Program Planning and Management

Year 1, Spring Semester - 12 credits:

- MPH 535 Introduction to Epidemiologic Research
- MPH 565 Social and Behavioral Health
- MPH 660 Health Policy (prerequisite MPH 525 American Health Systems or permission of instructor)
- Elective 1 (3 credits)

Year 1, Summer - 6 credits:

- MPH 698 Field Experience
- Elective 2 (3 credits)

Year 2, Fall Semester - 9 credits:

- MPH 555 Environmental Health
- MPH 650 Applied Research and Evaluation
- Elective 3 (3 credits)

Year 2, Spring Semester - 9 credits:

- MPH 699 Capstone
- Elective 4 (3 credits)
- Elective 5 (3 credits)

Part-time MPH Students
Year 1, Fall Semester - 6 credits:

- MPH 525 American Health System
- MPH 545 Applied Biostatistical Analysis

Year 1, Spring Semester - 6 credits:

- MPH 535 Introduction to Epidemiologic Research
- MPH 565 Social and Behavioral Health

Year 2, Fall Semester - 6 credits:

- MPH 555 Environmental Health
- MPH 575 Health Program Planning and Management

Year 2, Spring Semester - 6 credits:

- MPH 660 Health Policy (prerequisite MPH 525 American Health Systems or permission of instructor)
- MPH Elective 1 (3 credits)

Year 2, Summer Semester - 6 credits:

- MPH 698 Field Experience
- Elective 2 (3 credits)

Year 3, Fall Semester - 6 credits:

- MPH 650 Applied Research and Evaluation
- MPH Elective 3 (3 credits)

Year 3, Spring Semester - 6 credits:

- MPH 699 Capstone
- MPH Elective 4 (3 credits)

Year 4, Fall Semester - 3 credits:

- Elective 454 (3 credits)

Admission Information

Applicant Qualifications

- *GPA* - 3.0 in undergraduate units, or if the applicant has 12 or more graduate units, the GPA will be based on graduate units.
- *Bachelor's Degree* - Applicants must hold a Bachelor's degree or equivalent from an accredited college or university and provide evidence of academic achievement including a GPA of 3.0 in undergraduate units, or if the applicant has 12 or more graduate units, the GPA will be based on graduate units.
- *Resume or Curriculum Vitae (CV)* - Applicants must submit a resume or CV that outlines professional, volunteer, and community experience.
- *Statement of Purpose* – Applicants must submit a brief personal statement (maximum 500 words) describing why they want a degree in public health and why they are interested in this program. Applicants are encouraged to describe their motivation and any emerging career aspirations.
- *Test scores* - GRE scores are required for all applicants who have received, or will be receiving an undergraduate degree within 12 months of their application.
- *Other* - The Muskie MPH program is particularly interested in applicants who have a GPA of 3.2 or higher, applicants with international life experience, and those with paid or unpaid experience working in public health or health care delivery.

Application Procedures and Required Materials

Application Deadline: Rolling Admission. Applications are reviewed on a monthly basis. Applications must be completed at least two months in advance of the semester in which a student wishes to matriculate.

Applicants are required to provide the following materials:

- *Application:* Online Application
- *Application fee:* $65.00 paid through the online application.
- *Transcripts:* Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- *Resume*: Submit a resume or CV that outlines professional, volunteer, and community experience.
- *Essay:* Applicants must submit a brief personal statement (maximum 500 words) describing why they want a degree in public health and why they are interested in this program. Applicants are encouraged to describe their motivation and any emerging career aspirations.
- *Letters of Recommendation (3):* Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- *Standardized test scores:* GRE scores. Waived for students who have completed a bachelor's degree twelve months before the application date.
- *TOEFL or IELTS:* Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Graduate Study in Healthcare Quality and Patient Safety

Description

Healthcare quality and patient safety are priorities for consumers, as well as clinicians and managers of hospitals, nursing homes, physician

practices, and other health care facilities. With the introduction of value-based contracting and accountable care agreements, providers are under growing pressure to achieve better patient outcomes. Recent research suggests that medical error may be considered the third leading cause of death in the United States. A fundamental strategy for improving patient experience and care quality is the introduction of quality improvement and patient safety initiatives, and greater attention to health literacy and communication skills of all personnel. In addition to patient care improvements, these initiatives are requisite management strategies for avoiding financial penalties imposed by insurers.

This 12-credit Certificate of Graduate Study in Healthcare Quality and Patient Safety (HQPS) provides healthcare professionals and administrators with the skills to develop and manage such initiatives. These practical skills are important to mid-career professionals, pre-career students and individuals who aspire to quality improvement roles in healthcare delivery, as well as students of quality improvement who work or plan to work in other settings such as community or population health.

This certificate provides individuals from diverse backgrounds with a solid foundation of knowledge and skills in health literacy and communication, quality improvement, and patient safety; as well as offers students the opportunity to pursue interests in health systems, basic public health sciences, and data analysis and translation.

Certificate students who apply for, and are admitted to, the master of public health degree, may transfer up to 12 credits from their certificate coursework.

The three required certificate courses and some electives are offered using weekly, asynchronous online technology. Classroom courses are scheduled in the late afternoon and evening for the convenience of working students. Fall and Spring courses meet once a week and are held in the Wishcamper Center on the USM Portland campus. Electives may be accessible live-at-a-distance via two-way audio/video through PolyCom connection to other UMaine campuses.

For more information, please contact:
Judy Tupper, DHEd, CHES, CPPS
Muskie School
Phone: (207) 228-8407
Email: judy.tupper@maine.edu

Program Requirements

The certificate is designed to permit enrollment in any semester, with one of the three required courses offered each semester.

Required Courses (nine credits):

- MPH 580 Health Literacy – Fall (3 credits)
- MPH 670 Quality Improvement - Spring (3 credits), and
- MPH 683 Patient Safety – Summer (3 credits)

Elective Courses (select 3 credits)

- MPH 525 American Health Systems – Fall (3 credits)
- MPH 535 Introduction to Epidemiologic Research - Fall (3 credits)
- MPH 545 Applied Biostatistical Analysis – Spring (3 credits)
- MPH 676 Data Management and Analytics – Fall (3 credits),
- MPH 678 Information Visualization* - Spring (3 credits).

*Prerequisite: MPH 676 Data Management and Analytics or permission of instructor.

Recommended Course Sequence

Course Sequence

Students beginning in the fall start with MPH 590.
Students beginning in the spring start with MPH 670.
Students beginning in the summer start with MPH 683.

Admission Information

Applicant Qualifications

Applicants must have completed their bachelor’s degree with a GPA of 3.0 or higher, or have permission of the Certificate Coordinator to apply.

Application Procedures and Required Materials

Application Deadline: Rolling admissions

Applicants are required to provide the following materials:

- *Application:* Online Application
- *Application fee:* $65.00 paid through the online application.
- *Transcripts:* Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- *Resume:* Submit a resume or CV that outlines professional, volunteer, and community experience.
  Essay: A brief (300 words or less) summary describing why you wish to obtain a graduate cerfiticate.
  TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Graduate Study in Public Health

Description

The 15-credit Certificate of Graduate Study in Public Health (PH) can 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. The program provides individuals from diverse backgrounds with a solid foundation of knowledge and skills in public health, health policy, epidemiology; as well as offering students the opportunity to pursue interests in evaluation, planning, or quality improvement.

Certificate students who apply for, and are admitted to, the master of public health degree, may transfer up to 15 credits from their certificate course work.

Courses are scheduled in the late afternoon and evening for the convenience of working students. Fall and Spring courses meet once a week and are held in the Wishcamper Center on the USM Portland campus. A growing number of courses are accessible through PolyCom connection to other UMaine campuses. In addition, one course each semester is offered using weekly, asynchronous online technology.

For more information, please contact:

Brenda Joly, PhD
Muskie School
Phone: (207) 828-8456
Email: brenda.joly@maine.edu

Program Requirements

Required Courses (nine credits):

- MPH 525 American Health Systems
- MPH 535 Introduction to Epidemiologic Research
- MPH 565 Social and Behavioral Foundations for Public Health

Select six credits from the following list:

- MPH 545 Applied Biostatistical Analysis
- MPH 555 Environmental Health
- MPH 575 Health Program Planning and Management
- MPH 580 Health Literacy
- MPH 635 Health Law and Ethics
- MPH 650 Applied Public Health Research and Evaluation
- MPH 660 Health Policy*
- MPH 665 Health Economics
- MPH 670 Quality Improvement
- MPH 675 Health Information Management
- MPH 683 Patient Safety

*Prerequisite for MPH 660 Health Policy is MPH 525 American Health Systems or permission of the instructor.

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 565.

Admission Information

Applicant Qualifications

- *Applicants must have completed their bachelor's degree with a GPA of 3.0 or higher.*

Application Procedures and Required Materials

Application Deadline: Rolling Admissions

Applicants are required to provide the following materials:

- *Application:* Online Application
- *Application fee:* $65.00 paid through the online application.
- *Transcripts:* Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- *Resume:* Submit a resume or CV that outlines professional, volunteer, and community experience.
- *Essay:* A brief (300 words or less) summary describing why you wish to obtain a graduate cerfiticate.
- *TOEFL or IELTS:* Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL)

or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Public Health Course Descriptions

MPH 400/500 Introduction to Public Health
This course introduces students to the field of public health by examining the history, vision, core functions, essential services, determinants, and activities of public health. The course focuses on application and integration of concepts and evidence to understand, prevent, and address current public health problems. Cr 3.

MPH 425/525 American Health Systems
American Health Systems introduces students to the organization, financing, and management of the American health care 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 evolution and key components of health care delivery and public health systems, (2) how organizations and systems are financed, regulated, and managed in a dynamic market and policy environment, (3) the nature of, consequences of, and potential strategies for addressing cost, quality and access challenges, and (4) the evolving role of population health and public health principles in health care organizations. Cr 3.

MPH 435/535 Introduction to Epidemiological Research
This course is intended to give students a basic foundation 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
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, and 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
The goal of this course is to provide students with 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. The application of models, theories and frameworks to specific public health efforts will be discussed. This course will help prepare students to review and synthesize public health literature, apply theory-driven approaches, and incorporate evidence and tools to inform public health practice. Cr 3.

MPH 575 Health Program Planning and Management
This course provides students with opportunities to develop skills in program planning, implementation and management. Students will apply traditional and emerging planning and management concepts and frameworks to respond to identified priorities appropriate to the environment and organizational context within which they operate. Students will gain experience developing implementation plans, budgets, and applying management strategies to advance the achievement of desired outcomes. Cr 3.

MPH 580 Health Literacy and Communication
This online course provides students with knowledge, skills, and attitudes to recognize and improve health communications in public health, healthcare, and social service settings. Topics covered in the course include: patient-centered environments, health numeracy, oral health literacy, medical interpretation, informed consent, culture of safety and quality, adaptation of written health education materials and other written communication, cultural competence, effective communication, and the use of social media and web sites to advance health literacy. Students participate in field-based learning exercises and a workshop session with community partners in order to build and practice health literacy skills. Cr 3.

MPH 625 Leadership and Professional Development
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. Cr 3.

MPH 630 Health Planning and Marketing
This course prepares students to contribute to the development and implementation of programs and policies to improve population health. Student will gain familiarity with the language, tools and skills used to engage diverse stakeholders in the identification of opportunities for population health improvements. The course emphasizes the application of systems theory, the definition of priorities for improvement that encompass the dynamic interplay of policy and market forces, and the analysis of social, organizational and community influences on population health. Students will gain experience developing health plans and communication strategies to advance the achievement of desired outcomes. Cr 3.

MPH 635 Health Law and Ethics
The course examines the complexities and relationships of common law and federal and state statutes, rules and administrative actions, as well as the powerful influences of politics, ethics and non-governmental forces that inform and influence contractual and legal relationships in the health law field. We will explore legal and ethical issues that permeate the public and private health care systems and also touch on economic issues that affect policies and laws. Students will scrutinize ethical and legal issues in health practice, administration and research, and analyze functions and interactions between courts, legislators and regulators. This course explores the inherent tension between promoting the public health and protecting the legal and ethical rights and interests of individuals. Cr 3.

MPH 639 Topics in Public Health
This course (offered only periodically) will examine various selected topics in public health. Cr 3.

MPH 640 Health Finance
This course provides students with an understanding of the basic concepts of financial and managerial accounting and their use in health care organizations in making managerial decisions. This course builds on students' understanding of the basic concepts to enable them to budget, perform basic financial statement analysis, and evaluate financial performance. Also included in this course are working capital management, the time value of money, capital investment analysis and capital financing. The course uses a case-study approach to enable students to gain new analytical skills in health care finance. Prerequisite: basic accounting or permission of Instructor. Cr 3.

MPH 650 Applied Public Health Research and Evaluation
The goal of this course is to provide 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 frameworks and designs common in public health. Students will gain skills including: framing evaluation questions, developing abstracts, designing/presenting a poster presentation, creating data collection protocols, and drafting evaluation plans. Cr 3.

MPH 655 Public Health Practice
The goal of this course is to introduce students to fundamental skills used in everyday public health practice. The course focuses on public health core competencies that have been defined by the field. Cr 3.

MPH 660 Health Policy
Students gain an understanding of the political dynamics of health policy making and develop practical skills in policy analysis, policy communication, and health care public/public health advocacy. The course uses analytic models, case studies, guest speakers, readings, group discussion, and mock legislative testimony 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 the use of these concepts in analysis of public policy problems and designing appropriate responses. The second part of this course, the health economics module, applies these concepts and tools to understand health care drivers, the demand for and supply of health care and the role that markets and government play in resource allocation within our health care and public health systems. Cr 3.

MPH 670 Quality Improvement
The purpose of this course is to introduce students to the principles and practice of quality improvement as implemented by providers of health care, systems of care, community health and public health agencies. Course content focuses on describing, measuring, improving, and evaluating the quality and safety of health services for consumers and populations. Students develop competencies in identifying opportunities for quality improvement, selecting and using quality improvement tools and methods, and presenting their work in a professional context. Cr 3.

MPH 675 Health Information Management
This course addresses the uses of health information by managers. The course inventories the numerous information requirements within public health and health care delivery systems, with an emphasis on strategic management that depends on timely, accurate information. In addition to portfolio and systems management, the challenges of operationalizing the use of information for managing population health, for identifying community needs and for surveillance of public health issues are also addressed. Other topics covered include data privacy and security, meaningful use, the challenges of interoperability, and trends and issues in emerging mobile health information technology. Cr 3.

MPH 676 Data Management and Analytics
Business analysts typically spend 80% of their time on data management and only 20% of their time on analytics. This course provides a comprehensive introduction to data management using R language, an environment for statistical computing and visualization. Knowledge of basic statistics through linear regression is helpful, but not necessary. The course assumes students have had no previous exposure to computer programming. Cr 3.

MPH 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.

MPH 678 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: MPH 676 Data Management and Analytics. Cr 3.

MPH 681 Seminar in Public Health – Behavioral Health
This policy research seminar will take a closer look at public health responses to mental health needs, the challenges of mental health services in rural communities, the intersection of mental health and primary care and Maine's growing opioid addiction and substance abuse challenges. The class will include discussions with experts from Maine’s mental health care community. Cr 3.

MPH 682 Seminar in Public Health – Long-Term Care, Aging and Disability
This course provides an overview of the intersection of aging and public health through the lens of successful aging theory and the cultural constraints of ageism. We will review the aging demographic (who we are), the definitions of health function and status (how we age), the structure of the long term care system (who cares for us and what are the options), and the health assessment processes (who makes long term care decisions). The course also reviews the special topics of elder abuse and end-of-life planning and care. Cr 3.

MPH 683 Patient Safety
Preventable medical error is believed to be one of the leading causes of death and serious harm in the United States. This online course provides

an interdisciplinary, cross-setting overview of patient safety principles, techniques, and best practices. Topics addressed in the online course include the epidemiology of medical error, human factors engineering, common types of errors in various healthcare settings, and the applied practice of error mitigation and patient safety strategies. Students also explore patient safety improvement techniques most appropriate to their profession or setting of care. Cr 3.

MPH 684 Bioethics, Medicine & Law
The course will focus on two sets of issues: First, a range of current medical, legal, ethical issues will be examined–right to die, right to treatment, organ transplant, assisted reproduction (IVF), rights of handicapped individuals, parental control and the continuing debate in re abortion and contraception. Second, we will examine a range of physician and hospital malpractice issues including discussion of issues arising in the context of medical research. Cr. 2.

MPH 690 Public Health Policy for Children and Families
Numerous federal and state policies and programs support early child care and education, child welfare, youth services and children's health. Many of these policies focus on children and families in need or in trouble. These initiatives are often uncoordinated and address problems that are manifest and "downstream." A prevention-focused public health perspective that promotes the health and well-being of children and families "upstream" has great potential to achieve better wellness and outcomes. This course examines the current frameworks for understanding children's health and mental health, youth services, and child welfare. These frameworks are informed by the growing knowledge base in early childhood development. We then examine current efforts to change policies to a population-based public health approach. The course includes guest lectures from members of Portland's and Maine's children and family services community. The class will be conducted in a seminar format. Cr 3.

MPH 697 Independent Study
An independent study is a self-directed learning experience designed to develop a student's ability to plan, organize, research, and report or to develop specific skills beyond the classroom activity. Independent studies are intended to provide exposure to concepts or topics that are not covered by any other course in the program. An independent study must be related to students' academic program and be 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 on 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 capstone advisor to develop and complete a project to address a program evaluation need, a management, policy or practice problem, or research topic 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.

PhD in Public Policy

Description

The Edmund S. Muskie School of Public Service and the School of Education and Human Development offer a **Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy.** This doctoral degree program is a partnership between the Policy, Planning and Management Program within the Edmund S. Muskie School of Public Service and the Educational Leadership Program within the School of Education and Human Development under the College of Management and Human Service. It is a post-master's 45 credit hour cohort program designed for experienced educational leaders, who seek to further their academic credentials with a doctoral degree. The program integrates courses in public policy, educational policy and leadership, and dissertation research. Through the program, educational leaders develop the policy and research skills to influence educational policy and practice.

For those interested in a Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy please visit: https://usm.maine.edu/phd-public-policy

Program Requirements

Please visit: https://usm.maine.edu/phd-public-policy

PhD in Public Policy with a Concentration in Educational Leadership and Policy

Description

The Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy is a partnership between the Policy, Planning and Management Program within the Edmund S. Muskie School of Public Service and the Educational Leadership Program within the School of Education and Human Development under the College of Management and Human Service. It is a post-master's 45 credit hour cohort program designed for experienced educational leaders who are employed throughout the duration of the program. The program integrates courses in public policy, educational policy and leadership, and dissertation research. Through the program, educational leaders develop the policy and research skills to influence educational policy and practice.

Core public policy courses in the Ph.D. are complemented with training in education leadership and policy provided by the USM School of Education and Human Development (SEHD). The concentration in educational leadership and policy encompasses a range of educational policy and leadership topics and issues. In addition, the program benefits from SEHD's Center for Education Policy, Applied Research and Evaluation (CEPARE), which is also the home of the Maine Education Policy Research Institute (MEPRI). Students have the opportunity to participate in the Center's research and use that policy research as cases for learning.

Program Requirements

Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy
(45 credits)

Policy courses (12 credits):

- PPM 615 Organizational Leadership
- PPM 708 Economics for Policy, Planning and Management
- PPM 715 Government, Democracy and Public Policy Making
- PPM 742 Introduction to Policy Analysis

Educational Leadership and Research Courses (24 credits)

- EDU 701 Foundations of Education Policy and Research (6 credits, 3 each semester)
- EDU 702 Contemporary Issues in Educational Leadership and Implications for Policy
- EDU 705 Data Collection and Analysis in Education Research (6 credits, 3 each semester)
- EDU 706 Evidence-based Practice and Programs (6 credits, 3 credits each semester)
- EDU 708 Dissertation Proposal Seminar (3 credits)

Dissertation (9 credits)

- EDU 799 Dissertation in Education (9 credits)

Course Descriptions

PPM 615 Organizational Leadership

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 715 Governance, Democracy, and Public Policymaking

This course examines the relationship between the political process, public policymaking, and decision making. Topics include public policy formulation, adoption, implementation, and evaluation; the role of policy actors and stakeholders; effective policy communication; and the examination of contemporary public policy issues. Cr 3.

PPM 708 Economics for Policy, Planning and Management

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. 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 742 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. Cr 3.

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 Analysis: Policy, Programs, and Accountability Systems

This course focuses on conducting evidence-based reviews and analyses of the design, implementation, and impacts of current international, national, and state education policy, policy initiatives, and education reforms. Using the frameworks articulated by researchers and policy analysts such as Canon, Rushcamp & Freeman (1990), Spillane (1996), Hill (2001), students will analyze approaches countries, states, and school districts take in implementing education policy. Phase I of the course will focus on an analysis of educational reform efforts in American states as well as comparisons of US national efforts with those of other countries. Review of international assessment systems and educational commentary will be examined in light of reform efforts. Phase II of the course will focus on using evidence from Phase I to construct accountability systems for monitoring and assessing the impacts of reform efforts both nationally and in Maine. Students will examine state and local policy implementation, develop accountability systems, and present their reports to state policy makers. Prerequisites: Successful completion of EDU 701. Cr 6, three each semester.

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.

EDU 799 Dissertation in Education

This course is designed to lead students through the process of completing a dissertation. At the end of the course, students will have completed a dissertation that includes: a problem statement and research questions, a review of research, data collection and analysis, findings and implications. The course will address each of the components in a dissertation in a recursive fashion, developing, sharing, and refining of content. Students will be expected to work closely with their dissertation chair and other committee members in finalizing the dissertation. Students must register for a total of nine dissertation credits to graduate. Successful completion of the dissertation and oral presentation to the dissertation committee and their approval are prerequisites for completing the Ph.D. (9 credits required). Prerequisites: Successful completion of EDU 708. Variable credit of 1-6 for a total of 9 credits.

Admission Information

The Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy admits students on a two-year cohort cycle. We will issue a call for admission applications in early 2020.

Applicant Qualifications

Candidates should have a master's degree in public policy, education, or a related field with a minimum GPA of 3.25. Applicants who do not have a 3.25 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete doctoral studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

The Graduate Record Exam (GRE) is required. See below for details.

Application Deadline

Spring 2020 (exact date TBD). Cohorts are admitted every two years. The next cohort will begin Fall 2020 with the admission cycle in spring 2020 (exact date to be determined). The application and all supporting materials must meet the deadline including GRE test results.

Applicants are required to provide the following materials:

- Application: Online Application

- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essays*:* see below.
- Two 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 doctoral study. References should be from individuals who are qualified, through direct experience with your academic or professional work. One of these individuals should be your supervisor. Your supervisor and the other person writing a letter of reference on your behalf should comment on your qualities and experience as an educational leader and/or your ability to undertake doctoral level graduate study
- Test scores from GRE (see below);
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Special Essay Question

In addition to the general requirements of the program, candidates for the Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy should address the following questions. Both essay questions are required.

The essay questions are as follows:

1. Describe your professional background and goals. How does the Ph.D. in Public Policy: Concentration in Educational Leadership and Policy fit with these and what makes you a good candidate for this program? (500 words)
2. Identify an education policy and describe it. What research evidence is there related to the policy's impact, and how might you design further research to investigate the policy's impact? (750 words)

If you submit your essays separate from your online application, please be sure that your name is clearly stated on the document.

Testing Requirement

The GRE is required. Applicants must have earned a score of 300 or above on the combined Verbal and Quantitative subtests of the Graduate Record Examination (GRE). The GRE must be taken within the last five years.

Applicants who did not score 300 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 doctoral studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Social Work Overview

Location: Masterson Hall, Portland

Director: Jeanette Andonian

B.S.W. Coordinator: Paul Johnson

M.S.W.Coordinator: Hermeet Kohli

Professors: Johnson; Associate Professors: Andonian, Kohli, Lazar; Assistant Professors: Addo, Casey, Gentles-Gibbs, Gerstenblatt, Ivey, Shanti, Wampole; Field Work Coordinators: Fitch, Richmond-Graves
Emeritus Professors: Belicose, Faherty, Fineran, Healy, Rich, Wagner
Administrative Specialist: Kim Dominicus

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. MSW students are encouraged to participate in the School's Social Work Student Organization. The organization seeks to facilitate communication between students and faculty, ensure student involvement in school 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 school's curriculum committees.

MSW in Social Work

Description

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 here are supplemented by the MSW Handbook, which can 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 Seminar I

SWO 555 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 Seminar III

SWO 655 Field Experience IV

Two Electives

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 extenuating circumstances, an extension of the time requirement for completing the MSW program may be granted (see the Student Handbook). The foundation year field placement includes 500 hours and the concentration year placement is 600 hours.

The advanced standing program is 33 credits which is the concentration year of the MSW program (including three elective courses). Advanced standing students may matriculate into the program for one full-time year or two part-time years. The field placement requirement for the advanced standing program is 600 hours, in line with the full concentration year. It should be noted that the one-year advanced standing program is highly demanding and outside full-time employment is discouraged.

Once enrolled in the program, **a change in cohort requires approval.** Cohort changes must be requested by the end of fall semester for the following year in order for the School of Social Work to anticipate enrollment numbers.

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. 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 USM Graduate Studies website at http://usm.maine.edu/grad/graduate-students-financial-support.

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 consult 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

Students must maintain a cumulative 3.0 GPA in all course work in the program in order to remain in good standing and be eligible for a MSW degree. Students must receive a minimum of B- grade in all courses. Students receiving a grade below B- in a course must retake the course and receive a passing grade. Students who fall below 3.0 GPA will be placed on academic probation. If the student fails to bring the overall GPA up to a minimum of 3.0 by the end of the following semester, she/he may be dismissed from the MSW program. In addition, advanced standing students who fail to receive a minimum grade of a B- in a practice course will be withdrawn from field placement and may lose her/his advanced standing status. The student, upon losing the advanced standing status, may continue in the MSW program, pending the results of an Academic Review.

Grade Policy: Incompletes

Incomplete grades are granted only in extenuating circumstances at the discretion of the instructor. Students must request to be considered fro an incomplete grade with the instructor well in advance of the end of a given semester. An incomplete grade must be changed to a full grade prior to progression to the next sequential course. Students who do not complete the required work by the designated time may be ineligible to take subsequent required courses and field practicum.

Academic Review Policy

Please refer to the MSW Student Handbook for a detailed description of the Academic Review Policy and Procedures as well as expectations and students rights (http://usm.maine.edu/swo/handbooks-0).

Academic Grade Appeal Policy

Refer to USM Grade Appeal Policy.

Leave of Absence

Matriculated students who have extenuating circumstances (eg. illness, birth of a child, change in financial situation, etc.) requiring a leave of absence (LOA) from school may request this for up to one year and return without reapplying to the program. Students should discuss the request first with their advisors and submit a LOA form for approval by the Director of the MSW Program.

Continuous Enrollment Requirement

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 the School of Social Work Director. 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 Admissions Chair 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 nine credits** at USM on a non-matriculated basis. The following courses are open to non-matriculated students, space permitting: SWO 501 Multicultural Social Work; SWO 502 Critical Thinking about Human Behavior in the Social Environment I; SWO 504, Social Welfare Policy I; SWO 505 Social Work Research I; and SWO 552 Critical Thinking about Human Behavior in the Social Environment II. Non-matriculated students who are later admitted to the MSW program may apply these credits toward the program requirements. Non-matriculated students can register as non-degree graduate students throught the USM Registrar's Office.

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 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 Seminar II
- One Elective (1)*

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 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 Experience IV
- One Elective (3)*

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 Seminar I

2nd semester

SWO 553 Generalist Social Work Practice II
SWO 555 Field Seminar II
One Elective (1)*

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
SWO 654 Field Seminar lll
One Elective (3)*

2nd semester

SWO 603 Social Work Advanced Practice III: Groups
SWO 655 Field Experience IV

*Please note that while electives are listed above during the academic year, elective courses are often offered during summer months and many students take these courses then.

Admission Information

Applicant Qualifications

- 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.
    - *GPA* - 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; Applicants can apply to the program while finishing the bachelor's degree, but, if accepted, enrollment will be conditional upon its successful completion.
    - GPA of 3.0 or above in any previous graduate work in social work;
        - *Test scores – none required.*
            - Course work: 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 but are otherwise qualified may be accepted into the program conditionally. The expectations for meeting the conditions will be explained in the acceptance letter.

- *Advanced Standing:*
    - 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 or as soon as they are received. Acceptance into the MSW program will be conditional upon the receipt of the final field work evaluation.

- *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.*

Application Procedures and Required Materials

- **Application Deadlines**:
    - **On-Campus Program:** October 15 for fall admission
        - All application materials must be received by the Office of Admissions by October 15 for admission to the program in the following September. Applications are reviewed by the School of Social Work Admissions Committee during the fall semester and decisions are typically finalized in December with decision letters mailed during January. Applications received after the October deadline may be considered at the end of the review cycle, but only if space is available. Because application review is not guaranteed after the deadline, applicants should be sure to submit all application materials on time. Acceptance in the graduate program is competitive.
    - **Low-Residency Program:** March 1, 2019 for Summer 2019 admission.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- *Essay:* Personal statement of no more than 750 words addressing the following questions:
    - What are the reasons you want to be a social worker?
    - How do the mission and goals of the M.S.W. program at the University of Southern Maine School of Social Work fit with your career goals?
    - Describe your experiences with diversity, discrimination, and/or oppression.
    - What social issue is of particular concern to you, and why?
- *Letters of Recommendation:* Three recent (within two years) professional or academic letters of reference reflecting on both academic achievement and paid or volunteer work experience relating to social services;
- *Standardized test scores: None required*
- *Additional items per program:* Social Work applicants should submit a Program Selection Form.
- *TOEFL or IELTS*: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Admission Appeals

Applicants may appeal an admission decision by submitting a written appeal to the School of Social Work Director within 10 business days. Further information on the admission appeal process can be found at **USM Admissions.**

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- (2.67) 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.

Deferment

While students are encouraged to matriculate for the year of acceptance, it is recognized that personal circumstances may require a delay in matriculation. Admitted applicants may defer enrollment for up to one year without re-application to the program.

Social Work Course Descriptions

- Undergraduate
- Graduate

Undergraduate

SWO 150 Professional Writing Laboratory for Social Workers
The ability to communicate clearly and appropriately through written word and oral presentation to small groups are essential components of a social worker's professional responsibility, and will comprise a significant proportion of day-to-day professional practice. In addition, as part of preparation for practice, social work education has a significant volume of written and presentation assignments. This required 5 week writing workshop offers both immediate and long-term benefits to social work students. It is designed to reinforce knowledge and skills in composition, grammar, and oral presentation that you have acquired through your previous educational experiences to advance the specialized skills needed in

professional social work. Cr 1.

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 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 201, SOC 307, or SBS 328) Cr 3.

SWO 334 Social Work Research II
In this continuation of SWO 333, students complete an empirical research project. Class members serve as a review committee for all research instruments used, learn the practical aspects of writing quantitative and qualitative research reports, and function as a research support group for one another. Prerequisite: SWO 333. Cr 3.

SWO 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 100, HRD 200. 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 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 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 100, 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 Independent Study
Individual or group projects for independent study may be developed by students in consultation with a particular faculty member. Students collaborate with an instructor to write a brief proposal for an area of study they wish to pursue that is not offered within the BSW curriculum. Prerequisites: Permission of the BSW Coordinator and faculty instructor supervising the project prior to registration. Cr 1-3.

SWO 399 Topics in Social Work
This is a general course number under which various special topics electives are offered. Cr 3.

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 411 (Field Work I). Prerequisites: SWO 393, SWO 411 (concurrently). 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 404 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.

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. 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. Co-requisite or prerequisite: SWO 501, SWO 554. 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. Co-requisite 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 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 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. 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 Seminar I). Cr 3.

SWO 554 Field Seminar I
This seminar accompanies the graduate internship in an approved community agency, designed to relate social work theory to practice under professional supervision. Fall semester. Co-requisite: SWO 503. Cr 3.5.

SWO 555 Field Seminar II
A continuation of SWO 554. Spring semester. Pre-requisite: SWO 554; Co-requisite: SWO 553. Cr 3.5.

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 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 588 Alcohol and Other Drug Abuse Issues
Examines the use and abuse of psychoactive substances: street drugs, prescriptions drugs, alcohol, caffeine, and nicotine. Consideration of the history, pahrmacology, and physical and psychological effects of each substance. Exploration of prevention and treatment models, with special reference to those in use locally. Cr 3

SWO 597 Independent Study
Individual or group projects for independent study may be developed by students in consultation with a particular faculty member. Students collaborate with an instructor to write a brief proposal for an area of study they wish to pursue that is not offered within the MSW curriculum. An Independent Study may be taken during foundation or concentration years and it serves as an elective course. Prerequisites: Permission of the Director of the MSW Program and faculty instructor supervising the project prior to registration. Cr 1-3.

SWO 599/699 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: Prerequisites 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. In order to take SWO 603, student must be enrolled in either the Fieldwork Seminar SWO 654 or the Fieldwork Experience SWO 655. Prerequisites: SWO 553, SWO 555. Co-requisites: SWO 654 or SWO 655. 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, and matriculated MSW students. 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, and matriculated MSW students. 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. In order to take SWO 651, you must be enrolled in either Fieldwork Seminar 654 or Fieldwork Experience SWO 655. Prerequisite: SWO 555. Co-requisite: SWO 654 or SWO 655. 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 Experience and 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. Pre/Co-requisites: All students registered for SWO 654 must also register for either SWO 603 or SWO 651 to take concurrently. Cr 4.5.

SWO 655 Field Experience IV
A continuation of the concentration year field placement. Spring semester. Co-requisite: All students registered for SWO 655 must also register for either SWO 603 or SWO 651 to take concurrently. Prerequisite: SWO 654. Cr 4.5.

SWO 660 Advanced Biopsychosocial Assessment
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. 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.
Prerequisites: SWO 502 and 552. Cr 3.

SWO 695 Thesis Option
In lieu of SWO 652, students may apply to the Research Curriculum Committee for permission to take the Thesis Option. This option provides assistance to students wishing to complete a formal thesis rather than an in-class research project through SWO 652 (Research III). Upon completion, the students present and defend the thesis and findings to their thesis committee and other relevant participants. Students wishing to pursue this option should discuss it with the SWO 605 (Research II) instructor who will provide guidance on the process for developing the thesis proposal. A proposal form is completed and reviewed by the Research Committee and approved by the MSW Coordinator prior to registering for thesis option. Students who are approved for the thesis option receive 6 credits, thus, they take only two elective courses and do not enroll in SWO 652. This option may be especially attractive for those students contemplating advanced doctoral-level education in social work or in other social sciences. Cr 6.

College of Science, Technology, and Health Overview

Dean, Jeremy Qualls; Associate Dean, Christine R. Maher; Coordinator of Finances, Pamela Hartford; Senior Staff for HR Administration, Susan Taylor; Senior Staff for Academic Administration, Bonnie Stearns; Director of Computer Technology, Jason Howard; Laboratory Manager, Chad Seeley; Coordinator of Laboratory Operations and Special Projects, Douglas Murphy

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 are well prepared for admission to graduate and professional programs.

Bachelor's to Master's Degrees

- Accelerated Degree Pathway in Engineering and Master's in Business Administration
- Accelerated Degree Pathway in Environmental Planning and Policy and Master's in Public Policy and Management
- Accelerated Degree Pathway in Master of Science in Statistics
- Accelerated Degree Pathway in Technology Management and Master's in Business Administration

Master's Degrees

- Biology
- Computer Science
- Nursing
    - Adult-Gerontology Acute Care Nurse Practitioner
    - Adult-Gerontology Primary Care Nurse Practitioner
    - Family Nurse Practitioner
    - Psychiatric-Mental Health Nurse Practitioner (across the lifespan)
    - Education
    - Option for Non-Nurses with Baccalaureate or Higher Degrees
    - RN to Master of Science Degree Program for Registered Nurses
- Statistics
    - Data Science
    - Applied Statistics
    - Operations Research/Applied Mathematics
    - Professional Science Master's in Biostatistics

Doctorate

- Doctor of Nursing Practice (DNP)

Certificates of Graduate Study

- Data Science
- Statistics

Certificates of Advanced Study

- Nursing (post-master's)

Accreditations

The School of Nursing master's program is approved by the Maine State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The computer science program is accredited by the Computing Accreditation Commission (CAC) of ABET.

Departmental or Program Requirements

Requirements for graduate programs are listed in the catalog section of the individual department or school.

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 genders, sexual orientations, and ages. 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.

General Information

Admission to a graduate program in the College of Science, Technology, and Health is initiated through the Office of Admissions. Candidates must meet admission requirements indicated in the Admissions section of the catalog and the individual departments and schools of the College. General academic policies will be found in the Academic Policies section of the catalog. Specific policies and requirements are indicated in the sections dealing with the individual departments and schools of the College.

MS in Biology

Description

Coordinator: Doug Currie

Professors: Maher, Walker, Weber; Associate Professors: Champlin, Currie, Theodose; Assistant Professor: Lasley-Rasher; Adjunct Professors: Evers, Harris, Levine, Liaw, Oxburgh, Paruk, Stenhouse, Wilson

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.

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 24 credits of coursework and 6 credits of thesis research. Candidates completing the literature review thesis option must complete 32 credits of coursework, which must include at least one laboratory course, and 3 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 (14-18 credits):
- BIO 513 Applied Biostatistics
- BIO 601 Research Methods in Biology
- BIO 621 Graduate Seminar (minimum of 2 required)
- BIO 698 Thesis Research or BIO 697 Literature Review

Students also choose electives. To maintain breadth, electives are required in at least two of three program 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 Department of Chemistry and the Department of Environmental Science and Policy, may satisfy some program areas.

Genetics and Molecular Biology
- BIO 507 Environmental Modulation of Developmental Mechanisms

BIO 508 Experimental Genetics
BIO 509 Cell and Molecular Biology
BIO 510 Cell and Molecular Biology Laboratory
BIO 531 Principles of Immunology

Physiology
BIO 501 Animal Physiology
BIO 502 Animal Physiology Laboratory
BIO 545 Advanced Pathophysiology

Ecology and Evolution
BIO 505 Animal Behavior
BIO 506 Animal Behavior Laboratory
BIO 515 Microbial Ecology
BIO 516 Microbial Ecology Laboratory
BIO 517 Issues in Evolution
BIO 519 Human Evolution

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 6 graduate credits in the master's degree program. However, a student who has completed coursework and is engaged in finishing the thesis will be considered eligible if he or 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 (see course description under Continuous Enrollment & GRS on the Office of Graduate Studies website: https://usm.maine.edu/grad).

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, 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.

Please note: 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.

Application Procedures and Required Materials

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.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: Applicants must submit a personal statement of purpose describing why they want a degree in Biology, why they are interested in this program and identify the faculty member they would like to work with. 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, 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.
- Letters of Recommendation: Three letters of recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Test Scores: GRE - Official scores from the General Test of the Graduate Record Examination are required. Official scores from the GRE Subject Test in Biology are recommended.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Biological Sciences 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: Successful completion of the University's readiness requirement in 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. Prerequisites: grade of C- or higher or concurrent enrollment in BIO 105, and successful completion of the University's readiness requirement in 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. It is appropriate for nursing and allied health majors and does not fulfill requirements of the biology major. Prerequisite: students must have fulfilled the University's readiness requirement in mathematics. Cr 3.

BIO 112 Practical Human Anatomy and Physiology I
Laboratory experiences illustrating concepts and principles introduced in BIO 111 and BIO 221. 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 BIO 221 or concurrent. Cr 1.5.

BIO 113 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. It is appropriate for nursing and allied health majors and does not fulfill requirements of the biology major. Prerequisite: grade of C- or higher in BIO 111. Cr 3.

BIO 114 Practical Human Anatomy and Physiology II
Laboratory studies of the structure and function of the endocrine, cardiovascular, respiratory, reproductive, digestive, and urinary systems. Prerequisites: grade of C- or higher in BIO 112; BIO 113 or BIO 223 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 203 Ecology
A scientific study of interactions determining the distribution and abundance of organisms. Prerequisite: grade of C- or higher in BIO 107. 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 per week; laboratory: three hours per week. Prerequisites: grade of C- or higher in BIO 109 or BIO 223. Cr 4.5.

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 221 Human Physiology I
This course is the first of a two-semester sequence that introduces how the human body functions from the subcellular to the whole-individual level. It is designed for biology majors and students wanting to enter graduate programs in medicine or physiology. Prerequisite: grade of C- or higher or concurrent enrollment in BIO 107. Cr 3.

BIO 223 Human Physiology II
This course is a continuation of BIO 221. It is designed for biology majors and students wanting to enter graduate programs in medicine or physiology. Prerequisite: grade of C- or higher in BIO 221 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 per week; laboratory: three hours per week. Prerequisite: grade of C- or higher in BIO 107 or permission of instructor. Cr 4.5.

BIO 281 Microbiology for Health Sciences
This course is a basic introduction to the structure and function of prokaryotes, with some consideration of viruses and parasites. It is appropriate for nursing and allied health majors and does not fulfill requirements of the biology or biochemistry majors. Prerequisites: grade of C- or higher in CHY 107 or CHY 113 and grade of C- or higher in BIO 105 or BIO 111. Cr 3.

BIO 282 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: grade of C- or higher or concurrent enrollment in BIO 281 or BIO 311; or permission of instructor. 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. Lecture: three hours per week; laboratory: three hours per week. Prerequisite: 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 microorganisms are also considered. This course is designed for biology majors but open to all who have successfully completed the prerequisites. The companion lab course is BIO 282. Prerequisites: CHY 115 and grade of C- or higher in BIO 107 or BIO 113; or permission of instructor. Cr 3.

BIO 321 Neurobiology

This course presents an overview of nervous system function, structure, and development. Content focuses on the cellular and molecular properties that underlie normal function. Prerequisite: grade of C- or higher in BIO 109, BIO 111, or BIO 221, 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 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 per week; laboratory: four hours per week including field trips. Prerequisite: grade of C- or higher in BIO 203 or ESP 125. 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, BIO 113, or BIO 223, or permission of instructor. Cr 3.

BIO 351 Invertebrate Zoology
The morphology, physiology and evolution of invertebrate animals. Lecture: three hours per week; laboratory: four hours per week. Prerequisite: 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 per week; laboratory: four hours per week. Prerequisite: 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 383 Plant Ecology
This course is a study of plant distribution and abundance across local, regional, and global scales. How plants are impacted by and in turn impact environmental and biotic factors will be discussed at the individual, community, and ecosystem levels. The influences of environmental stress and anthropogenic disruptions will also be examined. Students design and implement a field based research project and weekly field trips are required. Lecture: three hours per week; laboratory: four hours per week. Prerequisite: grade of C- or higher in BIO 203 or ESP 125. 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 BIO 107 or BIO 113; or permission of instructor. Cr 3.

BIO 402 Animal Physiology Laboratory
Laboratory examination of physiological mechanisms in animals. Prerequisites: grade or C- or higher or concurrent enrollment in BIO 401; 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. Prerequisites: grade of C- or higher or concurrent enrollment in BIO 403; grade of C- or higher in 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 113, 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: grade of C- or higher or concurrent enrollment in BIO 405. 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. Prerequisites: 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: grade of C- or higher or concurrent enrollment in BIO 201, 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 concurrent. Cr 2.

BIO 413 Applied Biostatistics
This course is an introduction to the application of classical and modern statistics to biological problems. Prerequisite: grade of C- or higher in MAT 220 or permission of instructor. Cr 3.

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. Prerequisites: grade of C- or higher in BIO 203 or ESP 125, and 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. Prerequisite: 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 419 Human Evolution
This course explores the fossil, genetic, and paleoanthropological evidence for current reconstructions of the history and evolution of all primates and of one primate in particular, *Homo sapiens*. Students will retrace the emergence of hominins and *Homo sapiens* in Africa, out of Africa, and across the world. 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 2-3.

BIO 431 Principles of Immunology
An introduction to the fundamentals of immunology, especially as they relate to human diseases. Topics include history of immunology, basic elements of immune systems, principles of natural and acquired immunity, cellular and molecular basis of B cell and T cell development and diversity, and clinical aspects of immunology. Prerequisites: CHY 107 or CHY 115, junior standing, and grade of C- or higher in either BIO 107 or BIO 113; or permission of instructor. Cr 3.

BIO 432 Immunology Laboratory
This laboratory course is designed to enable students to gain experience with immunological techniques. Course emphasis will be on experimental design and the clinical and research applications of the procedures used. Prerequisite: grade of C- or higher or concurrent enrollment in BIO 431, or permission of instructor. Cr 2.

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 1-6.

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. Prerequisites: BIO 441, EISRC, and approval by Biology Department Chair. Cr 3.

BIO 443 Internship
In this course, students apply their learning to a practical context under supervision of a faculty member. Prerequisite: by arrangement. Cr 1-3.

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 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. 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 513 Applied Biostatistics
This course is an introduction to the application of classical and modern statistics to biological problems. 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 519 Human Evolution
This course explores the fossil, genetic, and paleoanthropological evidence for current reconstructions of the history and evolution of all primates and of one primate in particular, *Homo sapiens*. Students will retrace the emergence of hominins and *Homo sapiens* in Africa, out of Africa, and across the world. Cr 3.

BIO 531 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. 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 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 2-3.

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 697 Literature Review
This course involves preparation of a review paper based on current biological literature. Prerequisite: permission of the graduate advisor. 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.

GRS 602 Thesis Completion
See the complete course description in the "Continuous Enrollment and Residency" section of the Academic Policies chapter. Cr 1.

Mathematics and Statistics Overview

Chair of the Department: Laurie Woodman

Professors: Aboueissa, El-Taha, McCormick; Associate Professor: Valdés; Assistant Professors: Bailey, Viles; Lecturers: Brunette, Moore, Soule, Woodman

The Department of Mathematics and Statistics offers a four-year program leading to a B.A. in mathematics with concentrations in applied mathematics and operations research, pure mathematics, statistics, and secondary teacher education. The Department also offers certificates in actuarial science and applied statistics, as well as minors in actuarial science, applied mathematics, mathematics, and statistics. In addition to meeting Departmental requirements for the major, students also must meet the University Core curriculum requirements.

Graduate programs within the Department include a M.S. in Statistics, as well as certificates of graduate study in data science and in statistics.

MS in Statistics

Description

Coordinator: AbouEl-Makarim Aboueissa

Professors: Aboueissa, El-Taha, McCormick

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 accelerated degree pathway, 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 graduate degrees in five years are advised to take MAT 281 Introduction to Probability and MAT 282 Statistical Inference in the sophomore year, to take upper-level undergraduate courses in relevant concentrations in the junior year, and to 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 or tuition waiver should accompany the application.

Program Requirements

The graduate program has four tracks: Data Science, Applied Statistics, Operations Research/Applied Mathematics, and Biostatistics.

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 shown below.

1. Track One: Data Science

The track in Data Science within the Master's Program in Statistics is designed to meet the growing regional and national demand for professionals with high-level skills in Data Science, which is becoming more pronounced and urgent. The primary goal of this track is to prepare

students with the necessary analytical skills so that they can apply cutting-edge techniques in data science to solve sophisticated real-world problems from managing, mining, and analyzing big data across multiple disciplines; communicate their ideas and findings persuasively in written, oral, and visual form; and work in a diverse team environment.

Required courses: (15 credits)
STA 574 Statistical Programming
STA 580 Applied Statistical/Biostatistical Methods
STA 586 Predictive Modeling with Big Data
STA 588 Introduction to Statistical Data Mining
STA 596 Practical Data Science

Choose from these additional courses:
STA/OPR 562 Stochastic Modeling in Operations Research
STA/OPR 563 System Modeling and Simulation
STA/OPR 575 Graduate Internship and Writing
STA 581 Statistical Quality Control
STA 582 Introduction to Longitudinal Data Analysis
STA 583 Sample Survey Design and Analysis
STA 584 Advanced Design and Analysis of Experiments
STA 585 Linear Models and Forecasting
STA 587 Categorical Data Analysis
STA 589 Survival Analysis
STA 591 Topics in Biostatistics

2. Track Two: Applied Statistics

Required courses:
STA 574 Statistical Programming
STA 580 Applied Statistical/Biostatistical Methods

Choose from these additional courses:
STA/OPR 562 Stochastic Modeling in Operations Research
STA/OPR 563 System Modeling and Simulation
STA/OPR 575 Graduate Internship and Writing
STA 581 Statistical Quality Control
STA 582 Introduction to Longitudinal Data Analysis
STA 583 Sample Survey Design and Analysis
STA 584 Advanced Design and Analysis of Experiments
STA 585 Linear Models and Forecasting
STA 586 Predictive Modeling with Big Data
STA 587 Categorical Data Analysis
STA 588 Introduction to Statistical Data Mining
STA 589 Survival Analysis
STA 591 Topics in Biostatistics
STA 596 Practical Data Science

3. Track Three: Operations Research/Applied Mathematics

Required courses:
STA/OPR 561 Deterministic Models in Operations Research
STA/OPR 562 Stochastic Modeling in Operations Research
STA/OPR 563 System Modeling and Simulation
STA 580 Applied Statistical/Biostatistical Methods

Choose from these additional courses:
STA/OPR 564 Queueing Networks
STA/OPR 575 Graduate Internship and Writing
STA 581 Statistical Quality Control
STA 582 Introduction to Longitudinal Data Analysis
STA 583 Sample Survey Design and Analysis
STA 584 Advanced Design and Analysis of Experiments
STA 585 Linear Models and Forecasting
STA 586 Predictive Modeling with Big Data
STA 587 Categorical Data Analysis

STA 588 Introduction to Statistical Data Mining
STA 589 Survival Analysis
STA 591 Topics in Biostatistics
STA 596 Practical Data Science

4. Track Four: Professional Science Master's Program in Biostatistics

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:
MPH 535 Introduction to Epidemiological Research
STA 574 Statistical Programming
STA 580 Applied Statistical/Biostatistical Methods
STA 583 Sample Survey Design and Analysis
STA 587 Categorical Data Analysis

Extra-disciplinary credits:
STA 501 Ethical Issues in Biostatistics

Select one of the following courses:
MBA 670 Management Science
MPH 675 Health Information Management
STA/OPR 561 Deterministic Models in Operations Research

Practical experience:
STA/OPR 575 Graduate Internship and Writing

Choose 9 credits of electives from the following courses:
STA/OPR 562 Stochastic Modeling in Operations Research
STA/OPR 563 System Modeling and Simulation
STA 582 Introduction to Longitudinal Data Analysis
STA 584 Advanced Design and Analysis of Experiments
STA 585 Linear Models and Forecasting
STA 586 Predictive Modeling with Big Data
STA 588 Introduction to Statistical Data Mining
STA 589 Survival Analysis
STA 591 Topics in Biostatistics
STA 596 Practical Data Science

Requirements for Tracks One, Two, and Three

Minimum number of credits required for the degree: 30. At least 18 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 6 of the required credits may be earned by taking pre-approved relevant upper level undergraduate courses. Moreover, the student may earn up to 3 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 accelerated degree pathway, at most two pre-approved relevant graduate courses may be used for both the undergraduate and graduate degrees. At least 18 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.
- Program policies allow a student to earn up to 3 graduate independent-study credits under the supervision of a faculty member associated

with the graduate program. With the approval of the graduate committee, a student may transfer a maximum of 6 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 6 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 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. The applicant is required to have completed the following USM courses: MAT 153 Calculus B, MAT 281 Introduction to Probability, and MAT 282 Statistical Inference, or their equivalents. Conditional admission status may be granted to students who do not fully meet these requirements, but who 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 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 through our Office of 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.

Application Procedures and Required Materials

Application Deadline: 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.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: Applicants must submit a personal statement of purpose describing why they want a degree in Statistics and why they are interested in this program.
- Letters of Recommendation: Three letters of recommendation. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- Standardized test scores: Graduate Record Exams (GRE) required.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Graduate Study in Data Science

Description

The Department of Mathematics and Statistics offers a graduate certificate in Data Science for those candidates who are interested in attaining a working knowledge of methodologies in data science. Currently enrolled graduate students can apply for this certificate *before* they graduate from the degree program.

Program Goals: The certificate program addresses the growing demand for data scientists in the region. It equips students with the right blend of technical and analytical skills to meet the challenge of big data analytics. The program emphasizes technical proficiency and practical experience, and it provides students with advanced skills in data mining, statistics, machine learning, and database processing.

Learning Outcomes: Students who have completed the Certificate Program in Data Science will be able to conduct quality data science projects from research hypothesis formulation, data collection and management to analytical modeling and visualization, technical writing, as well as data product deployment.

Program Requirements

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 also may 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).

Students must take two foundation courses, choose at least two of three core methodology courses, and one (if necessary) from the elective courses to meet the credit requirements of the certificate program. Minimum number of credits required for the certificate: 15

Required foundation courses:
STA 574 Statistical Programming
STA 585 Linear Models and Forecasting

Choose at least two core methodology courses from the following:
STA 586 Predictive Modeling with Big Data
STA 588 Introduction to Statistical Data Mining
STA 596 Practical Data Science

Choose one elective from the following (if necessary):
STA/OPR 561 Deterministic Models in Operations Research
STA 587 Categorical Data Analysis
COS 571 Advanced Database Systems
COS 572 Artificial Intelligence and Data Mining
COS 575 Machine Learning
MBA 677 Information Visualization
MPH 675 Health Information Management

Admission Information

Applicants must hold a baccalaureate degree from an accredited institution with a cumulative GPA of 2.75 or higher, and they must have completed MAT 153 Calculus B, MAT 281 Introduction to Probability, MAT 282 Statistical Inference, or their equivalents.

Application Procedures and Required Materials

Application Deadline: Rolling admissions for Fall, Spring and Summer semesters

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: Applicants must submit a personal statement of purpose about why they are interested in this program
- Letter of Recommendation: One letter of recommendation. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Graduate Study in Statistics

Description

The Department offers a graduate certificate in statistics for those candidates who are interested in attaining a working knowledge of statistical methodologies.

Program Requirements

Minimum number of credits required for the graduate certificate: 15.

With the approval of the Graduate Committee, students may take any 5 graduate level courses in Statistics to complete the certificate. 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 also may 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).

Admission Information

Applicants must hold a baccalaureate degree from an accredited institution with a cumulative GPA of at least 2.75, and they must have completed MAT 153 Calculus B, MAT 281 Introduction to Probability, MAT 282 Statistical Inference, or their equivalents.

Application Procedures and Required Materials

Application Deadline: Rolling admissions for Fall, Spring and Summer semesters

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
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- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: Applicants must submit a personal statement of purpose about why they are interested in this program
- Letter of Recommendation: One letter of recommendation. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

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For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Mathematics and Statistics 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 9 Developmental Mathematics

A review of fundamental topics of arithmetic needed for a study of algebra. This course will cover the following topics: Addition, subtraction, multiplication, and division of fractions; use of decimals and percent; estimation; addition, subtraction, multiplication and division of real numbers; exponents; order of arithmetic operations; distributive property; combining like terms; substitution to evaluate expressions and formulas; grouping symbols; addition and multiplication principle; equations with fractions; formulas; sets; writing and graphing inequalities; solving inequalities and problem solving. Successful completion of an exit exam at a C level or higher is required. **Credit earned in MAT 9 does not apply or accumulate toward any degree program at the University of Southern Maine. It does carry "institutional" credit, which means the credits count toward financial aid, athletic, or residential requirements, but not toward graduation.**

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. Prerequisite: MAT 9 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 survey of the mathematics needed for Pre-Calculus and related analytical coursework. The topics include linear, quadratic, and absolute value equations and inequalities; graphs; and functions (linear, quadratic, polynomial, rational, exponential, and logarithmic). 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. Prerequisite: MAT 108 or appropriate score on the College Level Math exam. 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 also includes an introduction to the transcendental functions. Prerequisite: MAT 140 or appropriate score on the College Level Math exam. 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 181 Computing with Mathematica
An introduction to *Mathematica* as a general-purpose computational and visualization tool. Topics include symbolic and numerical computations, graphics and visualization, and basics of the *Mathematica* programming language. Students will use *Mathematica* in several hands-on exercises to solve typical computational problems. 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 (or concurrent). 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 examine mathematical concepts and apply them to solving modeling problems in various contexts. The focus will be on the Common Core State Standards mathematical concepts and practices, in particular, mathematical modeling. Students will formulate essential questions, gather and organize data, discover patterns, and interpret and communicate information verbally and in writing. 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 that 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
The overall objective of the course is to enable students to develop the ability to use SAS and R for basic statistical analyses, and to prepare for more advanced uses of SAS and R. A number of topics concerning computing and statistics will be covered in both SAS and R. Topics include data acquisition, cleaning, and management using SAS; reading data into SAS from various sources, recoding variables, subsetting and merging data, exporting results in other formats. Graphical procedures, basic descriptive and inferential statistics. Introduction to SAS macros. Data acquisition, clearning, and management in R; use of regular expressions; functional and object-oriented programming; graphical, descriptive, and inferential statistical methods; random number generation; Monte Carlo methods including resampling, randomization, and simulation. Prerequisite: MAT 282 or permission of instructor. Cr 3.

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

MAT 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 may be used 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 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. Prerequisite: MAT 153 or permission of 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 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. Prerequisites: MAT 252 and MAT 290 or permission of instructor. Cr 3.

MAT 364 Numerical Analysis
A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration, and 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 nonlinear 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 371 College Geometry
Selected topics from Euclidean geometry. Prerequisite: MAT 290 or permission of 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 or permission of instructor. 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 permission of instructor. Cr 3.

MAT 387 Introduction to Applied/Biostatistical 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: MAT 282 or 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 permission of instructor. 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 instructor. Cr 3.

MAT 395 Abstract Algebra
Algebraic structures, such as groups, rings, integral domains, and fields. Prerequisite: MAT 290 or permission of 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 470 Non-Euclidean Geometry
A development of one or more of the non-Euclidean geometries. Prerequisite: MAT 371 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 282 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 or permission of instructor. Cr 3.

MAT 486 Introduction to Big Data Analytics
This is an introductory course of big data and predictive analytics covering foundational techniques and tools required for data science. The course focuses on concepts, principles, and techniques applicable to industry and establishes a baseline that can be enhanced by further formal training and additional real-world experience. Topics include basic database management systems, data pre-processing, association rules, decision trees, naive Bayes, clustering, and memory-based reasoning. The class follows a learning-by-doing approach in which the students will complete projects on real-world data sets. Prerequisite: MAT 282 or permission of instructor. 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, and engineering. 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: MAT 282 or permission of instructor. Cr 3.

MAT 488 Introduction to Data Mining
This is an introductory course in statistical data mining. The course emphasizes the understanding and application of data mining methods and algorithms. Topics include data preparation, exploratory data analysis and visualization, cluster analysis, logistic regression, decision trees, association rules, model assessment, and other topics. Applications to real world data will be illustrated using standard computer packages. Prerequisite: MAT 282 or 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 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 instructor. Cr 3.

MAT 496 Introduction to Data Science
This is an introductory course in data science. It will cover three major components in data science: database management, analytics, and communication and visualization. Topics include data manipulation at scale, machine learning and data mining algorithms, statistical modeling, and information visualization. After completing this course, students will be able to work with large datasets and perform predictive analytics using a range of tools. Course projects will cover all phases of producing data product from the raw data. Prerequisite: MAT 281 and MAT 282, or permission of 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 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 400 Elementary Mathematics Methods
This course is designed for those preparing to be elementary and middle school mathematics teachers and provides experiences to develop and apply mathematical content and pedagogical knowledge and skills. The primary focus of this course is on how to create positive learning communities that support all students in developing a deep understanding of mathematical concepts and procedures. Major areas of focus include: creating problem-based learning experiences; creating effective, supportive learning environments; the appropriate and effective use of models and tools for promoting understanding of mathematical ideas, including the use of technology and manipulatives; understanding learning progressions of important mathematical ideas; promoting the National Council of Teachers' Process Standards; supporting students' understanding of the Common Core Standards and Practices; assessing and building on students' mathematical understandings; creating adaptive learning materials to differentiate instruction for individuals and groups of learners. Prerequisite: permission of instructor. Cr 3.

MME 434 Secondary Mathematics Methods
This course focuses on research-based, best practices in teaching mathematics in grades 7-12. It is designed for those preparing to be middle school and secondary mathematics teachers and provides experiences to develop and apply mathematical content and pedagogical knowledge and skills. A primary focus of this course is on how to create positive learning communities that support all students in developing a deep understanding of mathematical concepts and procedures. Major areas of emphasis include: creating problem-based learning experiences; implementing high-level mathematical tasks; creating effective, supportive learning environments; the appropriate and effective use of models and tools for promoting understanding of mathematical ideas, including the use of technology; promoting the National Council of Teachers' Process Standards; supporting students' understanding of the Common Core Standards and Practices; assessing and building on students' mathematical understandings. Prerequisite: permission of instructor. Cr 3.

MME 554 Secondary Mathematics Methods
This course focuses on research-based, best practices in teaching mathematics in grades 7-12. It is designed for those preparing to be middle school and secondary mathematics teachers and provides experiences to develop and apply mathematical content and pedagogical knowledge and skills. A primary focus of this course is on how to create positive learning communities that support all students in developing a deep understanding of mathematical concepts and procedures. Major areas of emphasis include: creating problem-based learning experiences; implementing high-level mathematical tasks; creating effective, supportive learning environments; the appropriate and effective use of models and tools for promoting understanding of mathematical ideas, including the use of technology; promoting the National Council of Teachers' Process Standards; supporting students' understanding of the Common Core Standards and Practices; assessing and building on students' mathematical understandings. Prerequisite: permission of 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.

STA/OPR 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.

STA/OPR 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.

STA/OPR 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.

STA/OPR 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 R. Emphasis will be placed on the data manipulation, including reading, processing, recoding, and reformatting of data. The approach will be to teach by example, with an emphasis on hands-on learning. 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), and R functions for non-standard statistical methods. The course will also cover the basic SQL statements with SAS PROC SQL and use them to optimize SAS programs. Prerequisite: 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 586 Predictive Modeling with Big Data
This is an introductory course of big data and predictive analytics covering foundational techniques and tools required for data science. The course focuses on concepts, principles, and techniques applicable to industry and establishes a baseline that can be enhanced by further formal training and additional real-world experience. Topics include basic database management systems, data pre-processing, association rules, decision trees, naive Bayes, clustering, memory-based reasoning, support vector machine, and some ensemble learning algorithms. The class follows a learning-by-doing approach in which the students will complete projects on real-world data sets. Prerequisite: MAT 282 or permission of instructor. 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 588 Introduction to Statistical Data Mining
This is an introductory course in statistical data mining and machine learning. The course emphasizes the understanding and application of data mining and machine learning methods and algorithms. Topics include both supervised and unsupervised learning algorithms for clustering and classification. Some advanced algorithms such as boosting, bootstrap aggregation, random forests, shrinkage regression, principal component,

and factor analysis will also be covered. Applications to real world data will be illustrated using standard computer packages. Prerequisite: MAT 282 or permission of instructor. 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 596 Practical Data Science
This is an introductory course in data science. It will cover a full technical pipeline from database management to data analytics and the final data product. Topics include data manipulation at scale, machine learning and data mining algorithms, statistical modeling, information visualization, and special topics chosen from text mining and social network analysis. After completeing this course, students will be able to work with large datasets and perform predictive analytics using a range of tools. Course projects will include cleaning, processing, and analyzing data at scale, along with formal technical writing with appropriate data visualizations. Prerequisite MAT 282 or permission of instructor. Cr 3.

STA/OPR 597 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Cr 3.

Nursing Overview

Associate Dean, School of Nursing:

Coordinator of Graduate Nursing Programs: Patricia Thompson-Leavitt
Coordinator of Undergraduate Nursing Programs: Laurie Caton-Lemos

Faculty in Nursing:
Professor: Harris; Associate Professors: Meinersmann, Moody, Randall (Carla), Samia, Sepples; Assistant Professors: Fackler, Fuller, Lyden, Randall (Cynthia), Schroeder, Thompson-Leavitt; Instructors: Caton-Lemos, Dvorak; Lecturers: Darus, Goldenberg, Korenkiewicz, Larsen, Thayer, Vickerson; Adjunct: Moore-Littlefield; Professors Emeritae: Childs, Hart, Spross; Associate Professors Emeritae: Burson, Fournier, Healy, Johnson, Keith, Lawson, Normandeau, Peake-Godin, Tiffany, Tukey, Vines, Woods Smith; Assistant Professor Emerita: Nealand; Instructor Emerita: Elliott

The School of Nursing 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 a certificate in holistic health. 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 pre-licensure 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, 655 K Street, NW, Suite 750, Washington, DC 20001 (202) 887-6791.

Mission

The University of Southern Maine School of Nursing is dedicated to advancing the health and well-being of its community through the education of caring and competent nurses prepared for the challenges of 21st century nursing practice.

Philosophy

The faculty believe that professional and safe nursing practice is at the intersection of clinical excellence and effective relational practice. Relational practice is an outcome-orientated approach to nursing that includes reflective practice, strong communication, and respectful disciplinary and interprofessional collaboration with a focus on patient and family-centered care.

Baccalaureate nursing education is guided by theory and knowledge from nursing science, the arts and humanities, the social sciences, and the biological sciences. It builds on this background to advance the art and science of nursing using informatics, technology, and evidence to address issues of quality and safety. In an effort to deliver compassionate and ethical care, students develop a broad understanding of social structures as they gain awareness and respect for individuals. Nursing students develop an understanding of how systems affect the health and well-being of diverse communities, families, and individuals across the lifespan. In an ever-changing, complex, and global world, graduates from the School of Nursing will have generalist nursing knowledge, orientation to leadership, and a focus on the growing needs of an aging population.

The University of Southern Maine School of Nursing undergraduate nursing program embraces the Maine Nurse Core Competencies (2013), AACN Baccalaureate Essentials (2008), and the University of Southern Maine's Core Curriculum Learning Outcomes (2011) as foundational to the curriculum.

The philosophy of teaching nursing is based on the principles outlined in the Carnegie Foundation sponsored research on *Educating Nurses* (Benner, Sutphen, Leonard and Day, 2010), which advances *four essential shifts* for effective integration of the three apprenticeships of nursing (knowledge, know-how, and formation). The shifts are defined in this Appendix.

Graduate nursing education builds on baccalaureate education and is guided by advanced theory and knowledge from nursing and other sciences. A primary aim of graduate nursing education is to ensure that every student acquires the ability to analyze, synthesize, and utilize knowledge to advance the practice of nursing. Graduate education prepares the nurse to engage in scholarly enquiry using research and quality improvement methods, contemporary technology, and interprofessional collaboration.

The School of Nursing graduate nursing program embraces the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing (2011), National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies (2012), NONPF Population–Focused Core Competencies (2013), NONPF Adult Gerontology NP Primary Care Nurse Practitioner Core Competencies (2010), National League for Nursing (NLN) Core Competencies of Nurse Educators (2005), and AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006).

At the University of Southern Maine School of Nursing, students, faculty members, practicing nurses, and clients work as partners in learning. Students begin from a place of self-awareness with an expectation that deep learning will challenge long-held beliefs, attitudes, and responses. Learning begins when students acknowledge, respect, and reflect upon past and present experiences. Learning is enhanced by critical engagement in the educational process, by the perception that the task of education is relevant and meaningful, and by an expectation of success. Repetition and meaningful feedback allow students to develop insight, new habits, and practice patterns. Varied strategies and sequential mastery of content enable learners to develop approaches, establish connections, and verify patterns to make generalizations and discriminations. The shared responsibility for identifying learning needs and evaluating learning experiences enhances self-confidence and the ability to become increasingly self-directed. Successful learning takes place in an environment where learners feel both challenged and supported.

The programs of the School of Nursing are subject to change at any time without notice.
For more information about the Nursing programs at USM please visit our website: http://usm.maine.edu/nursing

Graduate Nursing Policies

- Masters in Nursing Policies
- RN to Masters in Nursing Policies
- Masters Option Program Policies
- Doctor of Nursing Practice Policies
- Commitment to Civility

Masters in Nursing Policies (back to top)

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. Applicants in current Advanced Practice may discuss waivers of this policy with the Coordinator of Graduate Nursing Programs. 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 Nursing Graduate Curriculum, Admission, and Advancement Committee.

Transfer Credit

This credit, which has been earned at an institution other than USM, must be approved at the time of admission and a 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. Applicants in current Advanced Practice may discuss waivers of this policy with the Coordinator of Graduate Nursing Programs. Up to a total of nine credit hours may be approved as transfer credit provided that a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester for which 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.

Clinical Requirements

Students must comply with School of Nursing clinical health and criminal background check requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency. Students must pay for and complete a comprehensive background check prior to starting graduate clinical seminar 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.

Professional Licensure

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Students are required to maintain current registered professional nursing licensure. Students are required to notify the Coordinator of the Graduate Nursing Programs of any change in status of their RN license.

Program Grade Policies for all Graduate Nursing Students

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 when retaken or failure 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 practicum, progression in the theory/clinical practicum course sequence stops. A grade of B- or better must be achieved in the course that is repeated before the theory/clinical practicum sequence resumes.

Because of the interrelatedness of clinical practicum and theory courses, the following policies apply:

- If a student fails a clinical practicum but passes the concurrent theory course (B- or above), the student must repeat the clinical practicum within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical practicum, 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 practicum, and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical a week and attend the weekly clinical seminar. 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 any of the concurrent clinical practicum or theory courses cannot proceed to the next clinical practicum and theory course sequence until the failed course has been successfully retaken.

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 practicum 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 Nursing Graduate Curriculum, Admissions, Advancement Committee and program faculty reserve the right to review a student's record to make recommendations regarding 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 Graduate Curriculum, Admissions, Advancement Committee. 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 in the Graduate Nursing Programs, with the exception of the MS Options program, may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of up to 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 Graduate Curriculum, Admissions, Advancement Committee. 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 Graduate Curriculum, Admissions, Advancement Committee with a copy to the advisor
- Confer with the Coordinator of the Graduate Nursing Programs prior to the end of the leave of absence to ensure that the student can register

Inactivation Policy

Student admission, matriculation, or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor or Coordinator of the Graduate Nursing Programs 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 of the Graduate Nursing Programs or the Chairperson of the Graduate Curriculum, Admissions, Advancement Committee 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 Conduct

The School of Nursing reserves the right to accept and retain only those students who satisfy the requirements of scholarship and health necessary for nursing. A student who admits to or is found guilty of a violation of the American Nurses' Association guidelines for ethical practice (see the USM School of Nursing Masters Student Handbook) is subject to suspension or dismissal from the University.

Student Appeals & Complaints

The School of Nursing follows the appeals and complaints policies in the USM Graduate Catalog.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

RN to Masters in Nursing Policies (back to top)

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 graduate credit hours may be approved for admission credit. Exceptions to the maximum credits allowed at time of admission must be approved by the Nursing Graduate Curriculum, Admission, and Advancement Committee.

Transfer 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 admissions application. Up to a total of nine graduate 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.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester for which 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 in this program choose to drop back into the RN to BS 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.

Clinical Requirements

Prior to enrolling in NUR 419, students must comply with School of Nursing clinical health and criminal background check requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency. Students must pay for and complete a comprehensive background check prior to starting graduate clinical seminar 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.

Professional Licensure

Prior to starting NUR 419, a copy of unencumbered RN licensure must be on file in the School of Nursing. Students are required to maintain current registered professional nursing licensure. Students are required to notify the Coordinator of the Graduate Nursing Programs of any change in status of their RN license.

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.

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 failure 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 practicum, progression in the theory/clinical practicum sequence stops. A grade of B- or better must be achieved in the course that is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of clinical practicum and theory courses, the following policies apply:

- If a student fails a clinical practicum but passes the concurrent theory course (B- or above), the student must repeat the clinical practicum within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical practicum, the student will be required to retake the concurrent theory course.
- If the student fails a theory course (C+ or below) but passes the concurrent clinical practicum, and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical a week and attend the weekly clinical seminar. 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 any of the concurrent clinical practicum or theory courses cannot proceed to the next clinical practicum and theory course sequence until the failed course has been successfully retaken.

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 practicum 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 Nursing Graduate Curriculum, Admission, and Advancement Committee and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Continuous Enrollment

Once matriculated into the Graduate Nursing 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 Nursing Graduate Curriculum, Admission, and Advancement Committee. 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 up to 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 Nursing Graduate Curriculum, Admission, and Advancement Committee. 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 of the Graduate Nursing Programs or Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee with a copy to the advisor
- Confer with the Coordinator of the Graduate Nursing Programs prior to the end of the leave of absence to ensure that the student can register

Inactivation Policy

Student admission, matriculation, 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. A student 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 of the Undergraduate Nursing Programs or the Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee 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 Conduct

The School of Nursing reserves the right to accept and retain only those students who satisfy the requirements of scholarship and health necessary for nursing. A student who admits to or is found guilty of a violation of the American Nurses' Association guidelines for ethical practice (see the USM School of Nursing Masters Student Handbook) is subject to suspension or dismissal from the University.

Student Appeals and Complaints

The School of Nursing follows the academic appeals and complaints policies in the USM Graduate Catalog.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Masters Option Program Policies (back to top)

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the Graduate Nursing Programs 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 Nursing Graduate Curriculum, Admission, and Advancement Committee.

Transfer 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 admissions application. Up to a total of nine graduate 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.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester for which 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.

Clinical Requirements

Students must comply with School of Nursing clinical health and criminal background check requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency. Students must pay for and complete a comprehensive background check prior to starting graduate clinical seminar 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.

Professional Licensure

Prior to starting Advanced Practice Registered Nursing (APRN) clinical specialty courses, a copy of unencumbered RN licensure must be on file in the School of Nursing. Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the Nursing Graduate Curriculum, Admission, and Advancement Committee and permission of the Associate Dean of the School of Nursing.

The Maine State Board of Nursing may refuse to grant a license on the basis of criminal history record information relating to convictions denominated in Title 5, Chapter 341, Subsection 5301 of the Maine Revised Statutes Annotated.

Students are required to maintain current registered professional nursing licensure. Students are required to notify the Coordinator of the Graduate Nursing Programs of any change in status of their RN license.

Program Grade Policies

In the first year of their program, students in the MS Option Program must achieve a minimum of a B- in all required courses. Any student who earns below a B- in any course 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 grade 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).

In the second and third years of the program, 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 failure 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/clinical practicum sequence stops. A grade of B- or better must be achieved in the course that is repeated before the theory/clinical practicum sequence resumes.

Because of the interrelatedness of clinical practicum and theory courses, the following policies apply:

- If a student fails a clinical practicum but passes the concurrent theory course (B- or above), the student must repeat the clinical practicum within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical practicum, the student will be required to retake the concurrent theory course.
- If the student fails a theory course (C+ or below) but passes the concurrent clinical practicum, and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical a week and attend the weekly clinical seminar. 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 any of the concurrent clinical practicum or theory courses cannot proceed to the next clinical practicum and theory course sequence until the failed course has been successfully retaken.

In any semester in which a student's 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 Nursing Graduate Curriculum, Admission, and Advancement Committee and program faculty reserve the right to review a student's record to make recommendations regarding progression.

Program Progression

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.

Leave of Absence

Students enrolled in the full-time MS Option Program are not eligible for a leave of absence except under extraordinary circumstances. 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 Nursing Graduate Curriculum, Admission, and Advancement Committee. 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 of the Graduate Nursing Programs or Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee with a copy to the advisor
- Confer with the Coordinator of the Graduate Nursing Programs prior to the end of the leave of absence to ensure that the student can register

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 of the Graduate Nursing Programs or the Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee 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 Conduct

The School of Nursing reserves the right to accept and retain only those students who satisfy the requirements of scholarship and health necessary for nursing. A student who admits to or is found guilty of a violation of the American Nurses' Association guidelines for ethical practice (see the USM School of Nursing Masters Student Handbook) is subject to suspension or dismissal from the University.

Student Appeals and Complaints

The School of Nursing follows the appeals and complaints policies in the USM Graduate Catalog.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

DNP Policies (back to top)

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 Nursing Graduate Curriculum, Admission, and Advancement Committee.

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 Nursing Graduate Curriculum, Admission, and Advancement 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 Nursing Graduate Curriculum, Admission, and Advancement 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 Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee.

The result of the request will be documented in the student's School of Nursing academic file, and the appropriate information will be filed in the Registrar's office.

General Enrollment Policies

When students have accepted admission to the DNP Program, they must matriculate in the semester for which they were accepted or they will be withdrawn from the program.

Clinical Requirements

Students must comply with School of Nursing clinical health and criminal background check requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency. Students must pay for and complete a comprehensive background check prior to starting graduate clinical seminar 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.

Professional Licensure

Prior to starting APRN clinical specialty courses, a copy of unencumbered RN licensure and National/State Certification in Advanced Practice Specialty (if applicable) must be on file in the School of Nursing. Once a student is matriculated into the DNP program they are required to notify the Coordinator of the Graduate Nursing Programs of any change in status of their RN license or state/national certification.

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.

The Nursing Graduate Curriculum, Admission, and Advancement Committee and program faculty reserve the right to review a student's record to make recommendations regarding progression.

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 for Graduate Studies.

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 Graduate Nursing Programs or the Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee. 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 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 up to 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 Nursing Graduate Curriculum, Admission, and Advancement Committee. 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 of the Graduate Nursing Programs or Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee with a copy to the advisor
- Confer with the Coordinator of the Graduate Nursing Programs prior to the end of the leave of absence to ensure that the student can register

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 of Graduate Nursing Programs or the Chairperson of the Nursing Graduate Curriculum, Admission, and Advancement Committee 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 Conduct

The School of Nursing reserves the right to accept and retain only those students who satisfy the requirements of scholarship and health necessary for nursing. A student who admits to or is found guilty of a violation of the American Nurses' Association guidelines for ethical practice (see the USM School of Nursing Masters Student Handbook) is subject to suspension or dismissal from the University.

Student Appeals and Complaints

The School of Nursing follows the appeals and complaints policies in the USM Graduate Catalog.

The DNP Program of the School of Nursing is subject to change at any time without advance notice.

Commitment to Civility (back to top)

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 that 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.

DNP in Nursing

Description

The Doctor of Nursing Practice (D.N.P.) degree prepares graduates to provide the most advanced level of nursing care for individuals and communities. This care includes the direct care of individual patients, management of care for individuals and populations, administration of nursing systems, and development and implementation of health policy. The D.N.P. program emphasizes practice-related consideration beyond what a student typically acquired during their master's level education. The D.N.P. is designed to prepare experts in specialized advanced nursing practice and focuses heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings. Students in the D.N.P. program generally carry out a practice application-oriented final project. Time spent on the project constitute the clinical hours for this program and generally total about 500 hours.

The D.N.P. 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 and administration, clinical nurse leader). In the future, students will enter the D.N.P through additional entry options including B.S. in Nursing to D.N.P. and Option (second degree) to D.N.P.

Program Requirements

The D.N.P. program is an online program with two Saturday on-campus sessions each semester. A total of 36 credits are required for completion of the program; total credit hours may increase if additional credit hours are needed to complete the D.N.P. project. The number of required

residency hours (contact hours) in the doctoral program is a minimum of 500 hours. Residency hours are accrued while working on the D.N.P. project. When added to the clinical hours obtained in the applicant's master's program, the total should be a minimum of 1,000 contact hours.

Required Courses

MPH 535 Introduction to Epidemiological Research
MPH 545 Applied Biostatistical Analysis
MPH 683 Patient Safety
NUR 628 Health Systems, Policy, and Economics

NUR 693 Ethical Inquiry in Health Care (online from the University of Maine)
or
NUR 701 Ethical Approaches to Practice Dilemmas

NUR 702 Informatics Technology
NUR 703 Professional Communication and Leadership
NUR 704 Models of Care: Transforming the Practice Environment
NUR 705 Clinical Residency and DNP Project I
NUR 706 Clinical Residency and DNP Project II
NUR 710 Seminar I
NUR 711 Seminar II
NUR 712 Seminar III
NUR 713 Seminar IV
NUR 714 Seminar V
NUR 715 Seminar VI

Total credits: 36

***Note**: In the event the D.N.P. project is not completed by the end of the program, the student may take GRS 701-Doctoral Continuation (1-3 credits) to complete the project.*

Admission Information

Please note: The GRE or MAT exam requirement is waived for applicants who have a master's or doctoral degree.

Admission to the DNP program is competitive. 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 advanced practice nursing (e.g., nurse practitioner, clinical nurse specialist, nurse midwife, or nurse anesthetist) 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
- 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 because 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 specific career goals for pursuing the DNP
    - Identify prior experiences that have contributed to the decision to apply to a DNP program
    - Discuss how the goals, objectives, and curriculum of USM's program will meet post-DNP career goals
    - Identify a specific clinical problem or issue that could be the focus of the capstone project
- Current resumé
- 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.

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 Procedures and Required Materials

Application Deadline: Admission to the DNP program is on hold until the Fall 2020 semester.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- 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 because it demonstrates the applicant's ability to think, organize ideas, and express him/herself well in writing (maximum three typed double-spaced pages).
    - Discuss specific career goals for pursuing the D.N.P.
    - Identify prior experiences that have contributed to the decision to apply to a D.N.P. program
    - Discuss how the goals, objectives, and curriculum of USM's program will meet post-D.N.P career goals
    - Identify a specific clinical problem or issue that could be the focus of the capstone project
- Letters of Recommendation: Three letters of reference reflecting professional practice and/or academic achievement. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- 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 this form: Verification of Post-Baccalaureate Clinical and Practice Hours
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

Expedited application process for University of Maine System graduates of Advanced Nursing Programs
If you have graduated with a master's degree in nursing from the University of Maine System within two years, you will receive an expedited application process.

Applicants meeting the above qualification will need to submit:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- 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 this form: Verification of Post-Baccalaureate Clinical and Practice Hours
- Letter of Recommendation: One letter of recommendation from a faculty member
- Transcripts - if you have taken college coursework outside of a UMS institution since your graduation from a UMS Advanced Practice degree, you will need to send the official transcripts for those courses.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or

higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MS in Nursing - Adult-Gerontology Acute Care Nurse Practitioner

Description

The M.S. 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 to 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 Acute Care Nurse Practitioner (A-GACNP) concentration prepares an advanced practice nurse who functions as an acute care practitioner to adults, and older adults in the context of acute care settings. Graduates who complete this concentration are eligible to sit for national certification as an adult-gerontology acute care nurse practitioner.

Program Requirements

The A-GACNP concentration is 4-6 academic semesters in length for students taking 9-15 credits per semester or 6-8 semesters for students taking 6-9 credits per semester. Both full-time and part-time studies are available. A total of 48 credit hours is required for completion of the Adult-Gerontology Acute 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 acute care nurse practitioner concentration has a total of 568 clinical hours: 168 hours in clinical semester one, 200 hours in clinical semester two, and 200 hours in clinical semester three.

Required courses: (48 credits)

- BIO 545 Advanced Pathophysiology (required before starting clinical)
- NUR 601 Advanced Pharmacotherapeutics (required before starting clinical)
- NUR 602 Advanced Health Assessment (required before starting clinical)
- NUR 603 Nursing Theory and Knowledge Development
- NUR 604 Nursing Research
- NUR 606 Leadership, Health Policy, and Role
- NUR 608 Applied Theories of Advanced Interpersonal Skills
- NUR 651 Women's Health
- NUR 658 Graduate Clinical Project
- NUR 641 Adult-Gerontology Acute Care Theory I
- NUR 642 Adult-Gerontology Acute Care Clinical Practicum and Seminar I
- NUR 643 Adult-Gerontology Acute Care Theory II
- NUR 644 Adult-Gerontology Acute Care Clinical Practicum and Seminar II
- NUR 645 Adult-Gerontology Acute Care Theory III

NUR 646 Adult-Gerontology Acute Care Clinical Practicum and Seminar III
Elective NUR 500/600 level course

Graduate Program Policies

Admission Information

Because the M.S. in Nursing program includes supervised clinical experiences and our desire to maintain a high-quality program, the nursing faculty reserves the right to limit enrollments. The number of students accepted varies by program (Family Nurse, Psychiatric Mental Health Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Adult-Gerontology Acute Care Nurse Practitioner) and is based on clinical cohorts. Admission to the program is highly selective. 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
- Two years of inpatient clinical experience as an RN
- 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 that includes descriptive and inferential statistics completed within the past five years with a grade of B- or better
- An undergraduate course in total health assessment
- Test Scores: MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
    - 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 resumé
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials

Application Procedures and Required Materials

Application Deadline: December 1, 2018 for Spring 2019 admission; April 1, 2019 for Fall 2019 admission.

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
  International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500 word essay that addresses the following topics:
    - Understanding of the nurse practitioner role and reasons for becoming an Adult-Gerontology Acute Care Nurse Practitioner
    - Professional goals that will be supported by the Master of Science. Degree
    - The experiences, capacity, and abilities brought to a master’s program
    - Reasons for choosing USM for this program
- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional

information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MS in Nursing - Adult-Gerontology Primary Care Nurse Practitioner

Description

The M.S. 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 to 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. Graduates who complete this concentration are eligible to sit for national certification as an adult-gerontology primary care nurse practitioner.

Program Requirements

The A-GPCNP concentration is 4-6 academic semesters in length for students taking 9-15 credits per semester or 6-8 semesters for students taking 6-9 credits per semester. Both full-time and part-time studies are available. A total of 49 credit hours is 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.

Required Courses (49 credits):

BIO 545 Advanced Pathophysiology (required before starting clinical)
NUR 601 Advanced Pharmacotherapeutics (required before starting clinical)
NUR 602 Advanced Health Assessment (required before starting clinical)
NUR 603 Nursing Theory and Knowledge Development
NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, and Role
NUR 608 Applied Theories of Advanced Interpersonal Skills
NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health
NUR 658 Graduate Clinical Project
NUR 664 Primary Health Care of the Adult I
NUR 665 Primary Health Care of the Adult II
NUR 666 Primary Health Care of the Adult III
NUR 667 Clinical Practicum and Seminar I
NUR 668 Clinical Practicum and Seminar II
NUR 669 Clinical Practicum and Seminar III
NUR 690 Role Seminar
Elective NUR 500/600 Elective

Graduate Program Policies

Admission Information

Because the M.S. in nursing program includes supervised clinical experiences and our desire to maintain a high-quality program, the nursing faculty reserves the right to limit enrollments. The number of students accepted varies by program (Family Nurse, Psychiatric Mental Health Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Adult-Gerontology Acute Care Nurse Practitioner) and is based on clinical cohorts. Admission to the program is highly selective. 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 that includes descriptive and inferential statistics completed within the past five years with a grade of B- or better
- An undergraduate course in total health assessment
- Test Scores: MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
    - 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
    - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major
- 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 resumé

A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application Procedures and Required Materials

Application Deadline:

- April 1 for Fall semester

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500 word essay that addresses the following topics:
    - Understanding of the nurse practitioner role and reasons for becoming an Adult-Gerontology Primary Care Nurse Practitioner
    - Professional goals that will be supported by the Master of Science Degree
    - The experiences, capacity, and abilities brought to a master's program
    - Reasons for choosing USM for this program
- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MS in Nursing - Education

Description

The M.S. 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 to 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 to engage in other professional roles such as professional staff development. Graduates who complete this program meet the educational criteria for the National League for Nursing (NLN) Nurse Educator Certification.

Program Requirements

The Nursing Education concentration is four academic semesters in length for students taking an average of 9-12 credits per semester. Both full-time and part-time studies are available. Students are required to complete 40 credits for 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 that are associated with NUR 638, taken in the last semester.

Required Courses (40 credits):
BIO 545 Advanced Pathophysiology
NUR 512 Curriculum and Course Development and Evaluation in Nursing Education (online through University of Maine)
NUR 515 Assessment, Measurement and Evaluation in Nursing Education (online through University of Maine)
NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment
NUR 603 Nursing Theory and Knowledge Development
NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, and Role
NUR 608 Applied Theories of Advanced Interpersonal Skills
NUR 638 Education Practicum and Seminar
NUR 658 Graduate Clinical Project (generally taken with NUR 638)

NUR 624 An Interprofessional Approach to Population-Based Health
or
MPH 500 Introduction to Public Health

MPH 670 Quality Improvement (spring)
or
MPH 683 Patient Safety (summer)

Graduate Nursing Policies

Admission Information

Because the M.S. in nursing program includes supervised clinical experiences and our desire to maintain a high-quality program, the nursing faculty reserves the right to limit enrollments. The number of students accepted varies by program (Family Nurse, Psychiatric Mental Health Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Adult-Gerontology Acute Care Nurse Practitioner) and is based on clinical cohorts. Admission to the program is highly selective. 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 that includes descriptive and inferential statistics completed within the last five years

with a grade of B- or higher
- An undergraduate course in total health assessment
- Test Scores: MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
    - 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 resumé
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials

Application Procedures and Required Materials

Application Deadline:

- April 1 for Fall semester

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500-word essay that addresses the following topics:

    - Understanding of the nurse practitioner role and reasons for becoming a nurse educator
    - Professional goals that will be supported by the Master of Science Degree
    - The experiences, capacity, and abilities brought to a master’s program
    - Reasons for choosing USM for this program
- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or

higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MS in Nursing - Family Nurse Practitioner

Description

The M.S. 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 to 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. Graduates who complete this concentration are eligible to sit for national certification as a family nurse practitioner.

Program Requirements

The FNP concentration is 4-6 academic semesters in length for students taking an average of 9-16 credits per semester and 6-8 semesters for students taking 6-9 credits per semester. Both full-time and part-time studies are available. A total of 53 credit hours is 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.

Required Courses (53 credits):

- BIO 545 Advanced Pathophysiology (must be taken prior to starting clinical)
- NUR 601 Advanced Pharmacotherapeutics (must be taken prior to starting clinical)
- NUR 602 Advanced Health Assessment (must be taken prior to starting clinical)
- NUR 603 Nursing Theory and Knowledge Development
- NUR 604 Nursing Research
- NUR 606 Leadership, Health Policy, and Role
- NUR 608 Applied Theories of Advanced Interpersonal Skills
- NUR 650 Primary Care of the Adolescent
- NUR 651 Women's Health
- NUR 652 Primary Care Management of the Well Child
- NUR 653 Primary Care of the Child with Episodic Illness
- NUR 654 Prenatal Care in Primary Care
- NUR 658 Graduate Clinical Project

NUR 664 Primary Health Care of the Adult I
NUR 665 Primary Health Care of the Adult II
NUR 666 Primary Health Care of the Adult III
NUR 667 Clinical Practicum and Seminar I
NUR 668 Clinical Practicum and Seminar II
NUR 669 Clinical Practicum and Seminar III
NUR 690 Role Seminar
Elective NUR 500/600

Graduate Nursing Policies

Admission Information

Because the M.S. in nursing program includes supervised clinical experiences and our desire to maintain a high quality program, the nursing faculty reserves the right to limit enrollments. The number of students accepted varies by program (Family Nurse, Psychiatric Mental Health Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Adult-Gerontology Acute Care Nurse Practitioner) and is based on clinical cohorts. Admission to the program is highly selective. 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 completed within the past five years with a grade of B- or better
- An undergraduate course in total health assessment
- Test Scores: MAT or GRE taken within five years of application submission;Not required for applicants with an advanced degree (Master's or Doctorate)
    - 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 resumé

A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application Procedures and Required Materials

Application Deadline:

- April 1 for Fall semester

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500-word essay that addresses the following topics:
    - Understanding of the nurse practitioner role and reasons for becoming a Family Nurse Practitioner
    - Professional goals that will be supported by the Master of Science. degree
    - The experiences, capacity, and abilities brought to a master’s program
    - Reasons for choosing USM for this program

- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MS in Nursing - Option for Non-Nurses with Baccalaureate or Higher Degrees

Description

This program allows students who hold a baccalaureate or higher degree in another field to earn a master's degree in nursing in three years of full-time study. Students enrolled in 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 must successfully complete a specified series of basic nursing courses. Upon completion of the 9 graduate credits taken in the summer of the second year, students must sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and become licensed as a registered nurse in Maine. Failure to pass the NCLEX-RN prior to the first graduate clinical practicum will stop progression in the program. Upon successful completion of all graduate courses, a Master of Science in Nursing is conferred.

Program Requirements

Prerequisite Course Requirements

The following courses must be completed with a minimum grade of B-, prior to beginning the program in May:
Introductory Statistics course completed within the past five years
Anatomy and Physiology I and II or equivalent
Microbiology

Due to the intensity of the MS Option Program, and to reduce the number of credits during the first summer (Summer I), it is strongly recommended that students complete one or more of the following undergraduate courses with a grade of B- or above (USM course or equivalent); Pathophysiology, Health-Related Research, Concepts in Community Health, and Pharmacology.

- If courses are taken at an institution other than USM, transcripts must be requested by the student at the completion of the course(s) and forwarded to the School of Nursing to be placed in the student's 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.

Graduate Nursing Policies

Recommended Course Sequence

Sample: Full-time 3-year program sequence

Year 1, Summer Semester
BIO 345 Pathophysiology
CON 521 Health-Related Research for MS Option Students
CON 556 Concepts in Community Health for MS Option Students
NUR 502 Pharmacology for MS Option Students
NUR 508 Health Assessment Lab for MS Option Students
NUR 509 Health Assessment for MS Option Students
NUR 511 Nursing Role for MS Option Students
NUR 512 Nursing Arts and Science for MS Option Students
NUR 514 Fundamentals in Nursing Lab for MS Option Students
Total Credits: 23

Year 1, Fall Semester
NUR 530/531 Mental Health Nursing for MS Option Students and Clinical
NUR 532 Nursing Care of the Older Adult in the Community for MS Option Students
NUR 538 Community Nursing Partnership Clinical for MS Option Students
NUR 541/542 Adult/Older Adult Health Nursing for MS Option Students and Clinical
NUR 507 Intermediate Nursing Skills Lab for MS Option Students
Total Credits: 17

Year 1, Spring Semester
NUR 513 Advanced Nursing Skills Lab for MS Option Students
NUR 516 Child Health Nursing Clinical for MS Option Students
NUR 523/526 Management of the Critically Ill Adult/Older Adult for MS Option Students and Clinical
NUR 543/544 Reproductive and Sexual Health Nursing for MS Option Students and Clinical
NUR 545 Child Health Nursing for MS Option Students
NUR 520 Reproductive and Pediatric Skills and Simulation
Total Credits: 18

Year 1 Total Credits - 58

Year 2
Begin study in one of the following advanced practice nursing concentrations:
Adult-Gerontology Primary Care Nurse Practitioner
Family Nurse Practitioner
Psychiatric-Mental Health Nurse Practitioner (across the lifespan)

See appropriate sections below for sample program sequences

Year 2, Summer Semester – All Concentrations

NUR 601 Advanced Pharmacotherapeutics
NUR 603 Nursing Theory and Knowledge Development
NUR 606 Leadership, Health Policy, and Role
Total credits: 9

Family Nurse Practitioner Concentration (FNP) and
Adult-Gerontology Primary Care Nurse Practitioner Concentration (A-GPCNP)

Year 2, Fall Semester
BIO 545 Advanced Pathophysiology
NUR 602 Advanced Health Assessment
NUR 604 Nursing Research
NUR 608 Applied Theories of Advanced Interpersonal Skills
Total credits: 13

Year 2, Spring Semester
NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health
NUR 652 Primary Care Management of the Well Child (FNP only)
NUR 654 Prenatal Care in Primary Care (FNP only)
NUR 664 Primary Health Care of the Adult I
NUR 667 Clinical Practicum and Seminar I
Total credits: 10 for FNP, 10 for A-GPCNP

Year 3, Summer Semester
Elective NUR 500/600 level course (can be taken in any semester)
Total credits: 3

Year 3, Fall Semester
NUR 653 Primary Care of the Child with Episodic Illness (FNP only)
NUR 658 Graduate Clinical Project
NUR 665 Primary Health Care of the Adult II
NUR 668 Clinical Practicum and Seminar II
Total credits: 11 for FNP, 9 for A-GPCNP

Year 3, Spring Semester
NUR 666 Primary Health Care of the Adult III
NUR 669 Clinical Practicum and Seminar III
NUR 690 Role Seminar
Total credits: 7

Years 2 and 3 Total Credits: 53-55
Total Program Credits: 111-113

Psychiatric-Mental Health Nurse Practitioner (across the lifespan)

Year 2, Fall Semester
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

Year 2, Spring Semester
NUR 602 Advanced Health Assessment
NUR 604 Nursing Research
NUR 673 Clinical Practicum and Seminar I
NUR 674 Advanced Psychiatric-Mental Health Care of Adults and Older Adults
Total credits: 13

Year 3, Summer Semester

Elective NUR 500/600 level course
Total credits: 3

Year 3, Fall Semester
NUR 658 Graduate Clinical Project
NUR 687 Advanced Psychiatric-Mental Health Care of Groups and Vulnerable Populations
NUR 688 Clinical Practicum and Seminar II
Total credits: 9

Year 3, Spring Semester
NUR 685 Advanced Psychiatric-Mental Health Care of Children, Adolescents, and Families
NUR 686 Clinical Practicum and Seminar III
NUR 690 Role Seminar
Total credits: 7

Years 2 and 3 Total Credits: 53
Total Program Credits: 111

Admission Information

Because the M.S. in nursing program includes supervised clinical experiences and our desire to maintain a high-quality program, the nursing faculty reserves the right to limit enrollments. The number of students accepted varies by program (Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Adult-Gerontology Primary Care Nurse Practitioner) and is based on clinical cohorts. Admission to the program is highly selective. 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 3.3 on a 4.0 scale, or a B+ average
- An undergraduate course in introductory Statistics that includes descriptive and inferential statistics completed within the past five years; Anatomy and Physiology I and II or equivalent; and Microbiology. These courses must be completed with a minimum grade of B-.
- Test Scores: MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
    - 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
- Current resumé
- 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.

A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application Procedures and Required Materials

Application Deadline: November 1 for Summer semester entry

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500-word essay that addresses the following topics:
    - Understanding of the nurse practitioner role and reasons for becoming a nurse practitioner

    - Professional goals that will be supported by the M.S. degree
    - The experiences, capacity and abilities brought to a master's program
    - Reasons for choosing USM for this program
- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MS in Nursing - Psychiatric-Mental Health Nurse Practitioner (across the lifespan)

Description

The M.S. 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 Psychiatric-Mental Health Nurse Practitioner (PMHNP) concentration prepares an advanced practice nurse with skills in therapeutic interventions and introduces medication management with individuals, families, and groups across the lifespan. Graduates who complete the PMHNP concentration are eligible to sit for national certification as a Psychiatric-Mental Health Nurse Practitioner (across the lifespan).

Program Requirements

The Psychiatric-Mental Health Nurse Practitioner concentration is 4-6 semesters in length taking an average of 9-16 credits per semester and 6-8 semesters for students taking 6-9 credits per semester. A total of 53 credit hours is 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 PMHNP 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.

Required courses (53 credits):

BIO 545 Advanced Pathophysiology (must be taken prior to starting clinical)
NUR 601 Advanced Pharmacotherapeutics (must be taken prior to starting clinical)
NUR 602 Advanced Health Assessment (must be taken prior to starting clinical)
NUR 603 Nursing Theory and Knowledge Development
NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, and Role
NUR 658 Graduate Clinical Project
NUR 671 Foundations of Advanced Practice Mental Health Nursing
NUR 672 Biological and Behavioral Components of Mental Health and Illness
NUR 673 Clinical Practicum and Seminar I
NUR 674 Advanced Psychiatric-Mental Health Care of Adults and Older Adults
NUR 680 Advanced Psychopharmacology
NUR 685 Advanced Psychiatric-Mental Health Care of Children, Adolescents, and Families
NUR 686 Clinical Practicum and Seminar III
NUR 687 Advanced Psychiatric-Mental Health Care of Groups and Vulnerable Populations
NUR 688 Clinical Practicum and Seminar II
NUR 690 Role Seminar
Elective NUR 500/600 level course

Graduate Nursing Policies

Admission Information

Because the M.S. in nursing program includes supervised clinical experiences and our desire to maintain a high-quality program, the nursing faculty reserves the right to limit enrollments. The number of students accepted varies by program (Family Nurse, Psychiatric-Mental Health Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Adult-Gerontology Acute Care Nurse Practitioner) and is based on clinical cohorts. Admission to the program is highly selective. 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 that includes descriptive and inferential statistics completed within the past five years with a grade of B- or higher
- An undergraduate course in total health assessment
- Test Scores: MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
    - 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 resumé

A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application Procedures and Required Materials

Application Deadline:

- April 1 for Fall semester

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500-word essay that addresses the following topics:
    - Understanding of the nurse practitioner role and reasons for becoming a Psychiatric-Mental Health Nurse Practitioner
    - Professional goals that will be supported by the M.S. degree
    - The experiences, capacity, and abilities brought to a master's program
    - Reasons for choosing USM for this program
- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement. Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

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essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

MS in Nursing - RN to Master of Science Degree Program for Registered Nurses

Description

The R.N. to M.S. degree program 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.

Full time students may complete the required junior and senior undergraduate nursing courses in 12-18 months. Part-time study is also possible. The R.N. completes courses in new areas of content, and credit may be given for previously attained knowledge and skills.

The R.N. to M.S. program is built upon prerequisites to the nursing major that include courses in the natural and behavioral sciences and core courses required of all undergraduate students at USM.

The following areas of specialization are offered in the graduate program for R.N. to M.S. applicants:

- Adult-Gerontology Acute Care Nurse Practitioner (A-GACNP)
- Adult-Gerontology Primary Care Nurse Practitioner (A-GPCNP)
- Education
- Family Nurse Practitioner (FNP)
- Psychiatric-Mental Health Nurse Practitioner (across the lifespan; PMHNP)

Program Requirements

The R.N. to M.S. program is built upon prerequisites to the nursing major: Microbiology with lab, Pathophysiology, Introduction to Psychology, Introduction to Sociology, Multicultural Human Development, and Statistics. In addition, the student must complete the USM Core curriculum, unless they have completed a prior baccalaureate degree.

The graduate portion of the RN to MS program in nursing is 4-6 academic semesters for full time study with students taking an average of 9-15 credits per semester. A part-time study option is also available. Students must complete the program, including both undergraduate and graduate courses, within six years.

Required Undergraduate Nursing Courses

CON 321 Health-Related Research (3 cr)
CON 356 Concepts in Community Health (3 cr)
NUR 308 Concepts of Professional Nursing Practice* (3 cr)
NUR 309 Health Assessment for RNs (3 cr)
NUR 310 Health Assessment for RNs Lab (1 cr)
NUR 314 RN Credit Option (30 cr)
NUR 419 Community Nursing Partnerships for RNs Clinical** (2 cr)

*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.

Credits-by-Examination

Credits-by-examination may be earned in select non-nursing courses. These include College Writing, Introduction to Psychology, Introduction to Sociology, Multicultural Human Development, Statistics, and Microbiology. Contact the Office for Prior Learning Assessment, (207) 780-4663, for an appointment or information.

Sequencing of Courses

Some courses and credits-by-examination have prerequisites that 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 all undergraduate courses, the RN to Master of Science student enrolls in graduate courses. All graduate courses are required, and concentrations total 38 to 55 credits. Please refer to the MS degree pages for sample plans of study for each concentration.

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 Commission on Collegiate Nursing Education or 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 NUR 308 Concepts of Professional Nursing Practice.

RNs graduating from a diploma program will be awarded the basic nursing credits (30) for a fee, upon successful completion of NUR 308 Concepts of Professional Nursing Practice. Additional information may be obtained through the Office for Prior Learning Assessment.

Graduate Nursing Policies

Admission Information

Because the M.S. in nursing program includes supervised clinical experiences and our desire to maintain a high quality program, the nursing faculty reserves the right to limit enrollments. The number of students accepted varies by program (Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Adult-Gerontology Acute Care Nurse Practitioner) and is based on clinical cohorts. Admission to the program is highly selective. The graduate program in nursing seeks candidates whose associate degree/diploma 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 completed within the past five years with a grade of B- or better
- Test Scores: MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
    - 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
- Current resumé
- 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.

A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application Procedures and Required Materials

Application Deadline:

- April 1 for Fall semester

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $65.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
- International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a

NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500-word essay that addresses the following topics:
    - Understanding of the nurse practitioner role, and reasons for becoming a nurse practitioner or nurse educator
    - Professional goals that will be supported by the M.S. degree
    - The experiences, capacity, and abilities brought to a master's program
    - Reasons for choosing USM for this program
- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- MAT or GRE taken within five years of application submission; not required for applicants with an advanced degree (Master's or Doctorate)
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

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Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Certificate of Advanced Study in Nursing - Post-Masters

Description

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:

- Adult-Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner (across the lifespan)

Program Requirements

Required courses may vary depending on previous course work and clinical practice.

Program Requirements for Adult-Gerontology Primary Care Nurse Practitioner

BIO 545 Advanced Pathophysiology
NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment

Clinical Concentration Courses:
NUR 664 Primary Health Care of the Adult I
NUR 665 Primary Health Care of the Adult II
NUR 666 Primary Health Care of the Adult III
NUR 667 Clinical Practicum and Seminar I
NUR 668 Clinical Practicum and Seminar II
NUR 669 Clinical Practicum and Seminar III

NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health

Total credits: 30

Program Requirements for Adult-Gerontology Acute Care Nurse Practitioner

BIO 545 Advanced Pathophysiology
NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment

Clinical Concentration Courses:
NUR 641 Adult-Gerontology Acute Care Theory I
NUR 642 Adult-Gerontology Acute Care Clinical Practicum and Seminar I
NUR 643 Adult-Gerontology Acute Care Theory II
NUR 644 Adult-Gerontology Acute Care Clinical Practicum and Seminar II
NUR 645 Adult-Gerontology Acute Care Theory III
NUR 646 Adult-Gerontology Acute Care Clinical Practicum and Seminar III

Total credits: 28

Program Requirements for Family Nurse Practitioner

BIO 545 Advanced Pathophysiology
NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment

Clinical Concentration Courses:
NUR 664 Primary Health Care of the Adult I
NUR 665 Primary Health Care of the Adult II
NUR 666 Primary Health Care of the Adult III
NUR 667 Clinical Practicum and Seminar I
NUR 668 Clinical Practicum and Seminar II
NUR 669 Clinical Practicum and Seminar III

NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health
NUR 652 Primary Care Management of the Well Child
NUR 653 Primary Care of the Child with Episodic Illness
NUR 654 Prenatal Care in Primary Care

Total Credits: 34

Program Requirements for Psychiatric-Mental Health Nurse Practitioner

BIO 545 Advanced Pathophysiology
NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment
NUR 671 Foundations of Advanced Practice Mental Health Nursing
NUR 672 Biological and Behavioral Components of Mental Health and Illness
NUR 680 Advanced Psychopharmacology

Clinical Concentration Courses:
NUR 673 Clinical Practicum and Seminar I
NUR 674 Advanced Psychiatric-Mental Health Care of Adults and Older Adults
NUR 685 Advanced Psychiatric-Mental Health Care of Children, Adolescents, and Families
NUR 686 Clinical Practicum and Seminar II
NUR 687 Advanced Psychiatric-Mental Health Care of Groups and Vulnerable Populations
NUR 688 Clinical Practicum and Seminar III

Total Credits: 37

Graduate Nursing Policies

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 embedded.

Admission Information

Admission to the Certificate of Advanced Study in nursing is competitive. 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 resumé

A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application Procedures and Required Materials

Application Deadline:

- **Adult-Gerontology Acute Care Nurse Practitioner Concentration: December 1, 2018 for spring 2019 admission; April 1 for fall admission**
- **Adult-Gerontology Primary Care Nurse Practitioner Concentration: April 1 for fall admission**
- **Family Nurse Practitioner Concentration: April 1 for fall admission**
- **Psychiatric-Mental Health Nurse Practitioner (across the lifespan) Concentration: April 1 for fall admission**

Applicants are required to provide the following materials:

- Application: Online Application
- Application fee: $25.00 paid through the online application.
- Transcripts: Official transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (UMS transcripts are accessible to USM). A transcript is official when sent directly from the institution.
    - International College transcripts: In addition to an official copy of the transcript, an official evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency is required
- Resume: Submit a resume or CV that outlines professional, volunteer, and community experience.
- Essay: A 500-word essay that addresses the following topics:
    - Understanding of how the Certificate of Advanced Study can enhance one's clinical practice and benefit the patient population
    - Steps taken to identify the need for adding the Certificate of Advanced Study to one's practice
    - Reasons for choosing USM for this program
- Letters of Recommendation: Two letters of recommendation reflecting professional practice and academic achievement Recommendations should be from individuals who are qualified, through direct experience with your academic or professional work, to comment on your ability to undertake graduate study and your chosen profession.
- 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)
- TOEFL or IELTS: Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. See additional information below regarding test scores.

International Applicants

In addition to the standard application materials, international students must also provide the following materials:

- College transcript evaluation: official course-by-course evaluation of college-level transcripts from a NACES (National Association of Credential Evaluation Services) approved transcript analysis agency
- Declaration of Finances form accompanied by the appropriate financial documentation
- International students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Applicants whose first language is not English

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit official scores as part of the application process. Only applicants with TOEFL scores of 79 or higher on the internet-based test, 550 or higher on the paper-based test, or 213 or higher on the computer-based test; or IELTS scores of 6.5 or higher will be considered for admission to a graduate program.

Where to send transcripts and application materials

Official transcripts and other supporting documents can be sent to:

Application Processing Center
University of Maine System
P.O. Box 412
Bangor, ME 04402-0412

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu. Resumes, essays, and other documents can also be sent to edocs@maine.edu.

For a transcript or recommendation to be considered official, it must be sent by the institution or the person writing the recommendation.

Nursing Course Descriptions

- Undergraduate
- Graduate

Undergraduate

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 Students
This course has been specifically designed for advanced students who are either transfer students with 60 or more credits or who 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 211 Nursing Role for Accelerated BS Students
This seminar introduces Accelerated BS 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, to provide a framework for understanding professional education, and to explore the transition into nursing. Cr 1.

NUR 300 Health Assessment
This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the life span. Emphasis is placed on data collection through effective communication and physical skills followed by data analysis and identification of nursing diagnoses. Concurrent with NUR 301. Prerequisites: BIO 113 or SCI 172, cumulative GPA of 2.75, and NUR major. Cr 2.

NUR 301 Health Assessment Lab
This laboratory course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the life span. Emphasis is placed on data collection through development of communication and physical examination skills. Data will be analyzed and nursing diagnoses developed. Concurrent with NUR 300. Cr 1.

NUR 302 Pharmacology
This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the health professional for safe, therapeutic pharmacologic interventions. There is no clinical component to this course. For nursing majors, NUR 302 must be taken within one year of enrolling in NUR 323/325. Prerequisites: BIO 113 or SCI 172, and sophomore standing. Cr 3.

NUR 305 Fundamentals in Nursing Lab for Accelerated B.S. students
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. NUR 305, offered in summer semester, is open only to Accelerated B.S. students. Cr 2.

NUR 306 Nursing Arts and Science
This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as a problem-solving tool and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. Concurrent with NUR 305/307. Prerequisites: BIO 113 or SCI 172, cumulative GPA of 2.75, and NUR major. Cr 3.

NUR 307 Fundamentals in Nursing Lab
This course focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when implementing foundational nursing therapeutics, which promote, maintain, and restore the health of the client. Concurrent with NUR 306. Cr 2.

NUR 308 Concepts of Professional Nursing Practice
This course will explore the historical foundations, current issues, and future direction of professional baccalaureate nursing practice within the context of the current health care system. An emphasis is placed on the continued development of critical thinking, written, and oral communication skills for the baccalaureate nurse. Prerequisites: RN licensure (or permission of instructor) and ENG 100. 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 1.

NUR 313 Intermediate Nursing Skills Lab
This laboratory and simulation course builds on the theory, scientific principles, and psychomotor skills introduced in prerequisite courses. Its focus is to develop basic psychomotor and communication skills through kinetic learning in simulated clinical scenarios built from protocol cases from adult and older health course and clinical work. Demonstrations, role-playing, critical thinking and decision-making will be the framework for skill building. Active and independent laboratory participation will permit the student to demonstrate self-direction as a learner. Concurrent with NUR 323/325. Cr 1.

NUR 314 RN Credit Option
RNs graduating from accredited AD nursing programs will have 30 of their nursing credits accepted as equivalent to NUR 314. RNs who graduated from a diploma program will be awarded 30 basic nursing credits (a posting fee will be charged) upon successful completion of NUR 308 Professional Communication and Technology Utilization in Nursing. Prerequisites: RN licensure and NUR 308. Cr maximum 30.

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 MS 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 MS 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 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 300/301; NUR 306/307 or 305; BIO 345; NUR 302 (within one year). Cr 3.

NUR 325 Adult/Older Adult Health Nursing Clinical
Students will intervene therapeutically with adults and older adults experiencing health problems. Students will practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 323. Cr 4.

NUR 326 Dominican Republic Community Nursing Partnership I Clinical
Over two or three semesters, students will engage in partnership with an international community. This sequence of courses incorporates the concepts of partnership building, risk identification, and health promotion within a community-based context. Students will collaborate with community partners to develop an understanding of both short and long term needs of the community. Problem posing and problem solving will come from the community. Students will engage in ongoing community assessment, support communities in developing long term interventions/approaches, and engage in evaluation of community level practice. Students will identify individuals and families within their communities who would benefit from individual and family based nursing assessment, planning, intervention, and evaluation. Students will work with health care providers in these communities to assess the need for and to augment the services available. Students will engage in both formative and summative evaluation over the course of their interaction with the community. Students will consider issues of termination and continuation as they work with individuals, families, fellow students, and community partners over a two-year period. Advancing students will mentor entering students in the roles of community partner, advocate, and care provider. Cr 1.

NUR 327 Dominican Republic Community Nursing Partnership II Clinical
This international service learning course incorporates the concepts of partnership building, risk reduction, and health promotion in communities. Students will actively explore international health issues specific to Latin American countries and gain a more thorough understanding of environmental, socio-cultural, and political factors that affect health in a developing nation. Students will participate in partnership building with an international community-based organization to assess health risk factors and plan health promoting activities specific to identified health issues. Students will gain understanding of physical assessment, risk assessment, unique health needs, problem posing, and formulation of solutions as part of their coursework. During the course of this semester, students also participate with students from various disciplines in learning, planning, and preparing for and resource development towards the Dominican Republic International Service Learning program. Cr 3.

NUR 328 Dominican Republic Community Nursing Partnership III Clinical
See NUR 326 above. Cr 1.

NUR 330 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. Prerequisites: NUR 300/301 (or concurrent) and NUR 306/307 (or concurrent). Cr 3.

NUR 331 Mental Health Nursing Clinical
This course offers students an opportunity to focus nursing practice on promotion, maintenance, and restoration of mental health. Clinical experience is provided in a mental health-psychiatric nursing setting. The emphasis is on application of concepts of mental health-psychiatric nursing. Concurrent with NUR 330. Cr 2.

NUR 332 Nursing Care of the Older Adult in the Community
The focus of this course is the family-centered care of older individuals in the community. Emphasis is on nursing assessment, diagnosis, and therapeutic interventions with individuals and families coping with chronic illnesses. Health promotion/risk reduction strategies are applied. The roles of the nurse in interdisciplinary community settings are explored. Ethical issues unique to community settings are analyzed. Prerequisite: NUR 323 or concurrent. Cr 2.

NUR 339 Community Nursing Partnerships I Clinical
This course is the first 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 and 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. Prerequisites: CON 356 and NUR 323/325 or concurrent. Cr 2.

NUR 341 Community Nursing Partnerships II Clinical
This course is the second 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: RN to BS students 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). 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. Prerequisites: NUR 323/325, GPA 3.0, and an accepted application for employment at Maine Medical Center. Cr 2.

NUR 413 Advanced Nursing Skills Lab
This course builds on the theory, scientific principles, and psychomotor skills introduced in NUR 306/307 or NUR 305 to promote role development in the core competencies of nursing practice. Prerequisites: NUR 306/307 or NUR 305; concurrent with NUR 423 and 425. Cr 1.

NUR 419 Community Nursing Partnerships for RNs Clinical
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 School of Nursing, NUR 309/310, NUR 308, CON 356, RN licensure, and School of Nursing health requirements. Cr 2.

NUR 420 Reproductive and Pediatric Nursing Lab
This simulation course focuses on developing nursing communication, psychomotor skills, and critical reasoning through kinesthetic learning in simulated clinical scenarios for childrearing and childbearing families. Demonstrations, return demonstrations, role playing, clinical reasoning and debriefing serve as the framework for knowledge and skill development. Cr 1.

NUR 421 Reproductive and Sexual Health Nursing
This course focuses on 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. Prerequisites: NUR 323/325. Cr 3.

NUR 422 Reproductive and Sexual Health Nursing Clinical
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 421. Cr 1.5.

NUR 423 Management of the Critically Ill Adult/Older Adult
The course will examine evidence-based therapeutic nursing interventions that 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 421, NUR 422, NUR 427, and NUR 428. Cr 3.

NUR 424 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. Prerequisites: NUR 323 or permission of instructor. Cr 2.

NUR 425 Management of the Critically Ill Adult/Older Adult Clinical
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 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: NUR 323/325. Cr 3.

NUR 428 Child Health Nursing Clinical
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 427. Cr 1.5.

NUR 436 Community Nursing Partnerships I for Accelerated B.S. Students Clinical
In this course, students work within a community partnership to care for individual clients and 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. Prerequisites: CON 356 and NUR 323/325 or concurrent. Cr 2.

NUR 437 Community Nursing Partnerships II for Accelerated B.S. Students Clinical
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 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. Prerequisites: Matriculation in School of Nursing, NUR 308, and 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 School of Nursing, NUR 308, and NUR 309/310. Cr 3.

NUR 480 Practicum/Care Management Seminar and Clinical
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. NUR 480 is the final clinical course. Cr 3.

NUR 490 Capstone in Nursing
The purpose of this course is to provide a platform for students to create and disseminate a final capstone project in the nursing major. In this course, students further develop their expertise in the identification, review and analysis of current research evidence on an important clinical topic. Students complete the capstone experience with a reflection on the impact their liberal baccalaureate education has had on their achievement of a college degree in professional nursing. Cr 1.

College of Nursing (CON) and Holistic and Integrative Health (HIH) Courses (Back to top)

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. Prerequisite: BIO 113 or SCI 172. Cr 3.

CON 321 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. For nursing majors, CON 321 must be completed before taking any 400-level nursing course. Prerequisite: PSY 201, LAC 120, or MAT 120. 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 495 Dominican Republic Directed Study
This course offers independent study opportunities for students who wish to pursue additional health-related work in the Dominican Republic. Prerequisite: permission of instructor. Cr 1-4.

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.

HIH 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 that 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.

HIH 261 Introduction to Naturopathic Medicine
This course offers a comparative study of conventional and naturopathic medical models. 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.

HIH 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. Cr 3.

HIH 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.

HIH 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, forgiveness, energy, and thought communication. 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 and transformation in both self and others. Prerequisite: HIH 280 or permission of instructor. Cr 3.

HIH 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.

HIH 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.

HIH 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 health care 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.

HIH 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 Therapeutic Touch process with considerations of creating a healing environment, the ethics of practice, and integrating holistic health and self-care. Cr 3.

Graduate (back to top)

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 will include an additional 1-hour per week seminar. Prerequisite: NUR 541 or permission of instructor. Cr 2.

NUR 595 Dominican Republic Directed Study
This course offers independent study opportunities for students who wish to pursue additional health-related work in the Dominican Republic. Prerequisite: permission of instructor. Cr 1-4.

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 extends undergraduate knowledge of anatomy, physiology, pathophysiology, and health assessment of individuals across the lifespan. 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 evidence-based practice changes are explored. This course is a prerequisite for NUR 658. 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 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 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 among 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.

NUR 638 Education Practicum and Seminar
This course is 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.

NUR 641 Adult Gerontology Acute Care Theory I
This is the first of three sequential theory courses in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) concentration.This course is designed to develop theoretical and clinical competencies in the care of adults and older adults with acute, critical and/or complex chronic health conditions or injury. It builds upon concepts and skills derived from prerequisite courses and emphasizes the utilization of critical thinking and evidence-based practice to support the diagnosis and management of these patients. Cr 3.

NUR 642 Adult Gerontology Acute Care Clinical Practicum and Seminar I
This is the first of three sequential clinical practicum and seminars in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) concentration. This clinical experience allows the student to apply theoretical, scientific and evidence-based clinical knowledge in a supervised practicum to manage patients across the adult-older adult continuum. Cr 3.

NUR 643 Adult Gerontology Acute Care Theory II
This is the second of three sequential theory courses in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) concentration.This course continues to develop theoretical and clinical competencies in the care of adults and older adults with acute, critical and/or complex chronic health conditions or injury. It builds upon concepts and knowledge developed in Adult Gerontology Acute Care Theory I and focuses on the refinement of critical thinking skills and evidence-based practice to support the diagnosis and management of these patients. Cr 3.

NUR 644 Adult Gerontology Acute Care Clinical Practicum and Seminar II
This is the second of three sequential clinical practicum and seminars in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) concentration. This clinical experience promotes refinement of skills in assessment, diagnostic reasoning and clinical decision-making, developing plans of care, and implementing interventions for adults and older adults with acute, critical and/or complex chronic health conditions or injury. Cr 3.

NUR 645 Adult Gerontology Acute Care Theory III
This is the last of three sequential theory courses in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) concentration.This course continues to expand theoretical and clinical competencies in the care of adults and older adults with acute, critical and/or complex chronic health conditions or injury. It builds upon concepts and knowledge developed in Adult Gerontology Acute Care Theory I and II and focuses on the refinement of critical thinking skills and evidence-based practice to support the diagnosis and management of these patients. Cr 3.

NUR 646 Adult Gerontology Acute Care Clinical Practicum and Seminar III
This is the last of three sequential clinical practice/seminars in the Adult Gerontology Acute Care Nurse Practitioner concentration. This final clinical course emphasizes the increased independence in the assessment, diagnosis and management of the adult and older adult experiencing acute, critical and/or complex chronic health conditions or injury. Clinical experiences and seminar sessions are designed to assist the student to integrate and synthesize previously learned concepts in managing acutely ill adults and geriatric populations across the continuum of acute care. 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 Women's Health
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 Management 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. Prerequisite: NUR 604. Cr 3.

NUR 664 Primary Health Care of the Adult I
This is the first of 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. Prerequisites: BIO 545, NUR 601, and NUR 602. 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 evidence-based practice. Prerequisites: NUR 664 and NUR 667. Cr 3.

NUR 666 Primary Health Care of the Adult III
This is the final of three sequential 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 evidence-based approaches to assessment and management of older adults within the context of family and community across settings. Prerequisites: NUR 665 and NUR 668. 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. Must be taken concurrently with NUR 664. 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 evidence-based decisions, and reflection on process issues related to clinical practice. Must be taken concurrently with NUR 665. 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 lifespan 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. Must be taken concurrently with NUR 666. Cr 3.

NUR 671 Foundations of Advanced Practice Mental Health Nursing
The focus of this course is the advanced practice 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 lifespan 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 mimics 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 I
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. Must be taken concurrently with NUR 674. Cr 3.

NUR 674 Advanced Psychiatric-Mental Health Care of Adults and Older Adults
This is the first of three sequential theory courses in the psychiatric-mental health nurse practitioner concentration. The focus of this course is to examine the theoretical and evidence-based practice foundations of advanced psychiatric nursing with adults and older adults. Specific emphasis is on interventions with individuals who have Axis I and Axis II diagnoses based on the DSM criteria. Prerequisites: BIO 545, NUR 601 (or concurrent), NUR 602 (or concurrent), NUR 671, NUR 672, and NUR 680. Cr 3.

NUR 680 Advanced Psychopharmacology
Clinical application of pharmacotherapeutic principles to psychiatric disorders across the lifespan 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 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.

NUR 685 Advanced Psychiatric-Mental Health Care of Children, Adolescents, and Families
This is the second 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 evidence-based research. Cr 3.

NUR 686 Clinical Practicum and Seminar III
The application of theory and evidence-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. Must be taken concurrently with NUR 685. Cr 3.

NUR 687 Advanced Psychiatric-Mental Health Care of Groups and Vulnerable Populations
This is the final of three sequential 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 688 Clinical Practicum and Seminar II
The application of theory in working with groups and vulnerable populations across the lifespan 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. Must be taken concurrently with NUR 687. 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 3 credits is negotiated with faculty. Cr 1-3.

GRS 701 Doctoral Continuation Credits
This is a one-credit course that 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 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.

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
Effective communication is a hallmark of a good leader. Examination of advanced communication skills within various clinical settings, organizations, and communities are the focus of this course. In addition, leadership styles and setting a climate that enhances communication will be analyzed. 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 evidence-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 and DNP Project I
This is the first of two seminar/clinical practicums in the DNP concentration designed to expand the student's breadth and 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 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 and DNP Project II
This is the second of two seminar/clinical practicums in the DNP concentration designed to expand the student's breadth and 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 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 710 Seminar I
This is the first in a series of seminars that provides the DNP student with mentored opportunities to develop an independent, analytic, scholarly DNP project proposal focusing on problems of practice within specific populations. Using Quality Improvement methods, students will begin to identify their DNP Project population, problem, and questions and choose a faculty mentor and project team that will work with them through the

conclusion of their DNP Project. Emphasis will be placed on the student developing a focused leadership skill set appropriate for leading a QI effort and facilitating the DNP Project team's work, as well as the development of scholarly writing skills. Cr 1.

NUR 711 Seminar II
This is the second in a series of seminars that guide the DNP student through the formulation of a DNP Project. The DNP student will work with a faculty mentor and DNP Project team to refine the design of the DNP project. Students will provide an oral presentation of the intended DNP project and complete a CITI course. Each student will be required to submit individual objectives at the end of the semester for the coming semester's plan of work. Emphasis will be placed on the continued development of effective oral and written presentation skills. Cr 1.

NUR 712 Seminar III
This is the third in a series of seminars that guide the DNP student through the development, implementation, and completion of their DNP Project. At the end of this seminar, the student will have successfully presented their DNP Project proposal, selected a practice site and preceptor, and outlined their objectives for the next semester. Cr 1.

NUR 713 Seminar IV
This is the fourth in a series of seminars that guide the DNP student through the development, implementation, and completion of their DNP Project. During this semester, the student must successfully submit their DNP Project to the IRB committee for approval and begin their project. Cr 1.

NUR 714 Seminar V
This is the fifth in a series of seminars that guide the DNP student through the development, implementation, and completion of their DNP Project. During this semester, the student will have completed their project and data gathering. Cr 1.

NUR 715 Seminar VI This is the final seminar in the series. During this semester the student will polish their DNP Project and present the final product to their peers, faculty, and other professionals in the community. Cr 1.

MS Option Program Courses (Back to top**)**

CON 521 Health-Related Research for MS Option Students
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. MS Option students must complete CON 521 before enrolling in NUR 541. Prerequisite: PSY 201 or MAT 120. Cr 3.

CON 556 Concepts in Community Health for MS Option Students
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 502 Pharmacology for MS Option Students
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. For nursing majors, NUR 502 must be taken within one year of enrolling in NUR 541/542. Cr 3.

NUR 507 Intermediate Nursing Skills Lab for MS Option Students
This laboratory and simulation course builds on the theory, scientific principles, and psychomotor skills introduced in prerequisite courses. Its focus is to develop basic psychomotor and communication skills through kinetic learning in simulated clinical scenarios built from protocol cases from adult and older health course and clinical work. Demonstrations, role-playing, critical thinking and decision-making will be the framework for skill building. Active and independent laboratory participation will permit the student to demonstrate self-direction as a learner. Concurrent with NUR 541/542. Cr 1.

NUR 508 Health Assessment Lab for MS Option Students
The course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the lifespan. 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. NUR 508 is offered in the summer and is open only to MS Option students. Cr 1.

NUR 509 Health Assessment for MS Option Students
This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the lifespan. Emphasis is placed on data collection through effective communication and physical skills followed by data analysis and identification of nursing diagnostics. NUR 509 is offered in the summer and is open only to MS Option students. Cr 2.

NUR 511 Nursing Role for MS Option Students
This seminar introduces MS Option 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 Science 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. NUR 512 is offered in the summer and is open only to MS Option students. Cr 3.

NUR 513 Advanced Nursing Skills Lab for MS Option Students
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 NUR 526. NUR 513 is offered in the spring semester and is open only to MS Option students. Cr 1.

NUR 514 Fundamentals in Nursing Lab 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. NUR 514 is offered in the summer and is open only to MS Option students. Cr 2.

NUR 516 Child Health Nursing Clinical for MS Option Students
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. NUR 516 is offered in the spring semester and is open only to MS Option students. Cr 1.5.

NUR 520 Reproductive and Pediatric Nursing Lab for MS Option Students
This simulation course focuses on developing nursing communication, psychomotor skills, and critical reasoning through kinesthetic learning in simulated clinical scenarios for childrearing and childbearing families. Demonstrations, return demonstrations, role playing, clinical reasoning and debriefing serve as the framework for knowledge and skill development. Cr 1.

NUR 523 Management of the Critically Ill Adult/Older Adult for MS Option Students
Students examine evidence-based therapeutic nursing interventions that support 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. NUR 523 is offered in the spring semester and is open only to MS Option students. Cr 3.

NUR 524 Clinically-Applied Genetics for MS Option Students
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. Prerequisite: NUR 541 or permission of instructor. Cr 2.

NUR 526 Management of the Critically Ill Adult/Older Adult Clinical for MS Option Students
MS 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 MS Option students. 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. NUR 530 is offered in the fall semester and is open only to MS Option students. Cr 3.

NUR 531 Mental Health Nursing Clinical for MS Option Students
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. NUR 531 is offered in the fall semester and is open only to MS Option students. Cr 2.

NUR 532 Nursing Care of the Older Adult in the Community for MS Option Students
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 541 or concurrent. NUR 532 is offered in the fall semester and is open only to MS Option students. Cr 2.

NUR 538 Community Nursing Partnership Clinical 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 or CON 556. Cr 2.

NUR 541 Adult/Older Adult Health Nursing for MS Option Students
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 508/509; NUR 512/514; BIO 345; NUR 502 (within one year). NUR 541 is offered in the fall semester and is open only to MS Option students. Cr 3.

NUR 542 Adult/Older Adult Health Nursing Clinical for MS Option Students
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. NUR 542 is offered in the fall semester and is open only to MS Option students. Cr 4.

NUR 543 Reproductive and Sexual Health Nursing for MS Option Students
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. Prerequisites: NUR 541/542. NUR 543 is offered in the spring semester and is open only to MS Option students. Cr 3.

NUR 544 Reproductive and Sexual Health Nursing Clinical for MS Option Students
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. NUR 544 is offered in the spring semester and is open only to MS Option students. Cr 1.5.

NUR 545 Child Health Nursing for MS Option Students
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: NUR 541/542 and NUR 530/531. Concurrent with NUR 516. NUR 545 is offered in the spring semester and is open only to MS Option students. Cr 3.

University of Maine School of Law

Mission Statement: The University of Maine School of Law is the state's public and only law school, a vital resource serving our local, regional, national, and global community. Maine Law is an institutional public servant committed to providing an accessible and affordable student-focused program of legal education and achieving the highest standards of ethical behavior. Our rigorous doctrinal and experiential curriculum, influential scholarship, and signature programming prepare students to practice law, promote respect for the rule of law, and advance justice for all members of society.

Dean: **Danielle Conway**

Juris Doctor (JD), Masters of Law (LL.M.), Doctor of Juridical Science (JSD)

Faculty: Arey, Bam, Burke, Chen, Davik, Iaconeta, Johnson, Lupica, Maine, Norchi, Northrop, Pitegoff, Schindler, Smith, Welch, Wolff, Wriggins, Zillman; Visiting professors: Guffin, Kaufman, Moffa, Morris, Thaler; Emeritus Professors: Cluchey, Delogu, Friedman, Khoury, Reiser, Rogoff, Wanderer, Ward, Zarr.

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 and leaders in a range of other fields.

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. This sense of collaboration is embraced by students, faculty, staff and alumni.

The Law School's full-time faculty members, along with part-time instructors drawn from practicing attorneys and the judiciary, represent a diversity of backgrounds, expertise, and interests. Maine Law 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 it shares a campus with the University of Southern Maine in Portland.

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; visit the Law School website at http://www.mainelaw.maine.edu

Cumberland Legal Aid Clinic

The Cumberland Legal Aid Clinic is one of the oldest law school clinical programs in the nation. Established in 1970, the Clinic provides free legal aid to more than 600 low-income individuals and families every year. It is a defining program of Maine Law, providing practical skills training for students, and helping to fulfill the Law School's commitment to social justice. All legal services are provided by law students who are enrolled in one of four clinical courses: General Practice, Prisoner Assistance, Juvenile Justice, and Refugee and Human Rights. Students enrolled in each of these courses also participate in the Clinic's Protection from Abuse program, in which student attorneys assist victims of domestic violence, sexual assault, and stalking seeking civil protection orders. Student attorneys represent real clients in real cases. From intake meetings to filing court documents and standing up before a judge, students handle all aspects of client relations and case management, under the close supervision of faculty who are leaders in their fields.

Externship Program

Maine Law's Externship Program allows students to work alongside seasoned attorneys and judges for academic credit. Depending on the placement, students in the Externship Program handle advocacy, policy, regulatory enforcement, and transactional legal matters, and may have the opportunity to practice as a student attorney during their third year of law school. Students in the Externship Program receive valuable feedback and mentoring from their placement supervisors – who are experienced judges and lawyers – and also from the Externship Professor and Director.

Certificate in Information Privacy Law

The Certificate in Information Privacy Law is designed to prepare students for careers in the fast-growing fields of information privacy and cybersecurity. **There is only one other Information Privacy Law Certificate currently being offered in the U.S.**

The program is open to current JD students and consists of four components: Experiential Learning, Course Work, Writing Project on a Privacy Related Topic, and Certification from the IAPP.

Center for Oceans and Coastal Law

The Center for Oceans and Coastal Law is a teaching and interdisciplinary research center devoted to law and policy of the oceans. Center activities embrace a broad range of teaching and research, seeking to enhance the skills of lawyers and policy scientists as applied to oceans problems from the Gulf of Maine to the seas of Europe, Africa, and Asia. Professor Charles H. Norchi serves as director of the Center for Oceans and Coastal Law.

Through its program of conferences, lectures, and publications (including the Ocean & Coastal Law Journal), the Center builds on a longstanding Maine maritime tradition.

Research Service Center

Pre-Award Services

The Research Service Center (RSC) is responsible for encouraging externally funded initiatives in support of program-related activities of academic, research and development, and administrative units, and it serves as the major resource to faculty and staff who wish to pursue such projects. The Service Center 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 online funding sources, the RSC maintains a subscription to an online funding opportunities database via InfoEd Global's SPIN database. This is accessible to all faculty and staff and can be invaluable to individuals seeking to do their own searches.

Post-Award Services

The RSC 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 RSC 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 RSC to provide management and approval for post-award modifications. In many cases, such requests can be approved and processed by RSC with proper notification to the sponsor.

Additional information is available online: http://usm.maine.edu/rsc

Annual Security Report & Annual Fire Safety Report

The Annual Security Report and Annual Fire Safety Report are intended to provide you with essential information regarding USM's police-related programs, services, policies, and statistics about the occurrence of crime on campus. It is provided to meet the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 and its amendments included in the 2013 reauthorization of the Violence Against Women Act. This report has been prepared by the Dean of Students with assistance and information provided by USM Public Safety and the Police Departments from the towns of Gorham, Freeport, Lewiston, and Portland. Public Safety in coordination with the Dean of Students Office is responsible for compiling the crime statistics and contacting appropriate law enforcement agencies with jurisdiction over off-campus properties to collect annual statistics. The Dean of Students office is responsible for updating the campus safety and security information and for compiling illegal liquor, drugs, and/or weapons disciplinary referrals.

Each fall, email notification is made to all employees and enrolled students providing the web link for this report.

Questions about this report or to obtain a paper copy please contact the Dean of Students Office at (207) 780-5242.

Administration of the University of Southern Maine

Administrative Organization as of June 1, 2018:

President: Glenn Cummings, Masterton Hall, Portland, tel: 780-4480
Provost and Vice President for Academic Affairs: Jeannine Diddle Uzzi, 124 Wishcamper, Portland, tel: 780-4485
Vice President for Enrollment Management & Student Affairs: Nancy Griffin, 124 Wishcamper, Portland, tel: 780-4770
Vice President, Human Resources: Natalie Jones, Exeter Street, Portland, tel: 228-8304
Chief Business Officer: Beatrice Fevry, 724 Law Building, Portland, tel: 780-4484
Executive Director of Public Affairs: Robert Stein, Masterton Hall, Portland, tel: 780-4200
USM Foundation, President and CEO: Ainsley Wallace, Law Building, Portland, tel: 780-4708

Administrative Offices Serving Students:

Academic Assessment
Susan King, director

Admissions (Undergraduate and Graduate)
Rachel Morales, director

Advising and Academic Resources
Elizabeth M. Higgins, director

Auxiliary Services
Jeanne Paquette, director

Arts, Humanities and Social Sciences, College of
Adam Tuchinsky, dean

Athletics
Al Bean, director

Campus Housing
Christina Lowery Smith, coordinator

Career & Employment Hub
TBD, director

Community Standards, Academic Integrity, & Mediation
Erika Lamarre, director

Core Curriculum and Service Learning & Volunteering
Susan McWilliams, assistant provost for academic affairs

Dean of Students
Rodney Mondor, dean of students

Disability Services Center
Joanne Benica, director

English for Speakers of Other Languages (ESOL)
Andrea Vasquez, director

Facilities Management
John Souther, executive director

Graduate Studies
Andrew King, director

Honors Program
Rebecca Nisetich, director

Institutional Research
Patricia Davis, senior associate

International Programs/Study Abroad
Kimberly Sinclair, director

Jobs for Maine's Graduates (JMG)
Randy Inosencio, college and career transition specialist

Law, University of Maine School of
Danielle Conway, dean

Law Library, University of Maine School of Law
Christine I. Hepler, interim director

Learning Support
Paul Dexter, director

Lewiston–Auburn College
Brian J. Toy, interim dean

Libraries
David Nutty, director

Management and Human Service, College of
Joanne Williams, dean

Multicultural Student Affairs
Anila Karunakar, coordinator

Orientation/Transitional Programs
Anna Schwartz, director

Osher Lifelong Learning Institute
Susan Morrow, assistant director

Prior Learning Assessment
Ashley Collins, director

Registration and Scheduling Services
Karin Pires, registrar/director

Russell Scholars Program
Lisa Hibl, interim director

Science, Technology and Health, College of
Jeremy Qualls, dean (as of July 1, 2018)

Student Activities and Involvement/Clubs and Organizations
Alex Carrier, coordinator

Student Financial Information Systems
Marthina S. Berry, director

Student Financial Services
Keith DuBois, director

Sullivan Recreation Complex and Intramurals
Kevin Normand, manager

Title IX
Sarah Holmes, assistant dean of students

TRIO Programs: Upward Bound, Veterans Upward Bound, Student Support Services
Laurie Davis, director

University Health and Counseling Centers
Lisa Belanger and Robert Small

USM Dining Services/Sodexo
Tadd Stone, general manager

USM Public Safety
Noel C. March, senior director

Veterans Services
Lorraine Spaulding, coordinator

EMERITI

- **Aicher, Peter J.** (1993-2015) Colgate University, A.B., 1977; University of North Carolina, M.A., 1981, Ph.D., 1986; Professor Emeritus of Classics
- **Aiello, Frederic** (1983-2015) Northeastern University, B.S., B.A., 1971, M.B.A., 1974; Associate Professor Emeritus of Business Administration
- **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*
- **Anderson, Andrew L.** (1975-2018) University of Wisconsin at Platteville, B.S., 1973, M.S., 1975; Iowa State University, Ph.D., 1983; Professor Emeritus of Technology
- **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
- **Artz, Nancy** (1989-2015) The Pennsylvania State University, B.S., 1979; Northwestern University, M.M., 1982, Ph.D., 1989; Professor Emerita of Business Administration
- **Ashley, Kathleen M.** (1978-2015) Duke University, B.A., 1969, M.A., 1970, Ph.D., 1973; Professor Emerita of English and Distinguished Professor Emerita
- **Atkinson, Robert** (1987-2014) Long Island University, B.A., 1967; SUNY, Cooperstown, M.A., 1969; University of New Hampshire, M.A., 1981; University of Pennsylvania, Ph.D., 1985; Professor Emeritus of Education/Human Resource Development
- **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
- **Belicose, Raymond** (2004-2018) Rutgers University, B.S.W., 1978, M.S.W., 1980, Ph.D., 1998; Lecturer Emeritus in Social Work
- **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
- **Black, Roxie** (1997-2016) Boston University, B.S., 1968; University of Southern Maine, M.S., 1989; Lesley University, Ph.D., 2002;

Professor Emerita of Occupational Therapy

- **Bolda, Elise J.** (1995-2018) University of Vermont, B.A., 1974; University of North Carolina at Chapel Hill, M.S.P.H., 1986, Ph.D., 1995; Professor Emerita of Public Health
- **Brown, Scott W.** (1987-2017) Goddard College, B.A., 1974; University of Maine, Ph.D., 1984; Professor Emeritus of Psychology
- **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
- **Cameron, Ardis** (1988-2015) Western College for Women, Miami University, B.A., 1970; Stetson University, M.A., 1973; Boston College, Ph.D., 1986; Professor Emerita of American and New England Studies
- **Canniff, Julie G.** (2000-2015) Coe College, B.A., 1967; Harvard University, M.T.S., 1994, Ed.D., 1999; Associate Professor Emerita of Teacher 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
- **Coakley, Robert W.** (1984-2014) The Ohio State University, B.S., 1965; Dartmouth College, M.A., 1968; University of Vermont, Ph.D., 1974; Associate Professor Emeritus of Physics
- **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*
- **Colgan, Charles S.** (1989-2015) Colby College, B.A., 1971; University of Maine, Ph.D., 1992; Professor Emeritus of Public Policy and Management, Muskie School of Public Service
- **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*
- **Cowart, Wayne** (1989-2017) Florida State University, B.A., 1967; Queens College, City University of New York, M.A., 1975; Queens College, City University of New York, Ph.D., 1983; Professor Emeritus of Linguistics
- **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
- **Curry, James A.** (1985-2015) Whitworth College, B.A., 1968; University of Georgia, M.Ed., 1973, Ed.D., 1985; Associate Professor Emeritus of Special Education
- **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
- **Deprez, Luisa S.** (1976-2015) Keuka College, B.A., 1970; Rutgers University, M.S.W., 1971; Brandeis University, Ph.D., 1995; Professor Emerita of Sociology
- **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
- **Eagan, Eileen M.** (1987-2017) D'Youville College, B.A., 1968; University of Wisconsin, M.A., 1970; Temple University, Ph.D., 1979; Associate Professor Emerita of History
- **Early, David J.** (1989-2015); Northeastern University, B.S., 1973; Rensselaer Polytechnic Institute, M.S., 1976; Lecturer Emeritus in Technology
- **Eastman, Joel W.** (1970-2001) University of Maine, B.A., 1962, M.A., 1965; University of Florida, Ph.D., 1973; Professor Emeritus of History
- **Elliott, Elizabeth K.** (1990-2015) Barnard College, AB, 1973; Columbia University School of Nursing, BS, 1976; Simmons College, MSANP, 1981; Clinical Instructor and Lecturer Emerita in Nursing
- **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
- **Faherty, Vincent E.** (1988-2017) St. Joseph's College and Seminary, B.A., 1960; Fordham University, M.S.W., 1970; University of Geneva, M.B.A., 1984; University of Utah, D.S.W., 1976; Professor Emeritus of Social Work
- **Faksh, Mahmud A.** (1987-2015) American University of Beirut, B.A., 1965; Oklahoma State University, M.A., 1967; University of Connecticut, Ph.D., 1973; Professor Emeritus of Political Science
- **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
- **Fineran, Susan** (2002-2018) Russell Sage College, B.A., 1974; The Catholic University of America, M.S.W., 1981; University of Illinois at Chicago, Ph.D., 1996; Professor Emerita of Social Work
- **Fisher, Irving D.** (1967-1999) University of Connecticut, B.A., 1946; Columbia University, M.A., 1953; Ph.D., 1976; Professor Emeritus of Political Science
- **Fitts, Charles R.** (1991-2014) Colby College, B.A., 1976; Cornell University, M.S., 1979; University of Minnesota, M.S., 1985, Ph.D., 1990; Professor Emeritus of Geosciences
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- **Fraumeni, Barbara** (2005-2015) Wellesley College, B.A., 1972; Boston College, Ph.D., 1980; Professor Emerita of Public Policy and Management
- **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
- **Gavin, William J.** (1968-2015) Fordham University, B.A., 1965, M.A., 1967, Ph.D., 1970; Professor Emeritus of Philosophy
- **Gayton, William F.** (1974-2017) Springfield College, B.S., 1963; University of Maine, M.A., 1965; University of Maine, Ph.D., 1968; Professor Emeritus of Psychology*
- **Gish, Nancy K.** (1979-2015) Western Michigan University, B.A., 1964; University of Michigan, M.A., 1965, Ph.D., 1973; Professor Emerita of English
- **Gold, Joel I.** (1973-2015) 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; Professor Emeritus of Finance
- **Goodwin York, Jeanette L.** (1955-1981) Sargent College, B.S., 1944; Springfield College, Ed.M., 1955; Associate Professor Emerita of Physical Education and Dance
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- **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
- **Grover, Richard A.** (1988-2015) University of Connecticut, B.S., 1976; The Ohio State University, M.S., 1980, Ph.D., 1984; Associate Professor Emeritus of Business Administration
- **Gutmann, Jean E.** (1977-2008) SUNY Albany, B.S., 1971; University of Maine, M.B.A., 1974; Professor Emerita of Accounting
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- **Hart, Valerie A.** (1996-2017) Peter Bent Brigham Hospital School of Nursing, RN, 1968; Boston College, BSN, 1975; Columbia University, MSN, 1977; University of Maine, Ed.D., 1994; Professor Emerita of Nursing
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Policy; Muskie School of Public Service

- **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 Emerita 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
- **Hitchcock, Jan L.** (1989-2015) Pitzer College, B.A., 1977; Harvard University, M.A., 1982, Ph.D., 1984; Professor Emerita of Social and Behavioral Sciences
- **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
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- **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
- **Johnson, Deborah F.** (1992-2015) Hofstra University, B.A., 1971; University of London, M.Sc., 1975; University of New Hampshire, M.A., 1979, Ph.D., 1986; Associate Professor Emerita of Psychology
- **Johnson, Rosemary** (1987-2014) McGill University, B.N., 1972; University of Rochester, M.S., 1976; University of Colorado, Ph.D., 1987; Associate Professor Emerita of Nursing
- **Jones, David B.**(1998-2015) Keystone Junior College, AA, 1972; Pennsylvania State University, BS, 1975; University of Minnesota, M Ed, 1980; University of Oregon, Ed.D, 1989; Associate Professor Emeritus of Recreation and Leisure Studies
- **Kartez, Jack D.** (1995-2015) Middlebury College, B.A., 1974; University of Oregon, M.U.P., 1976; University of North Carolina at Chapel Hill, Ph.D., 1990; Professor Emeritus of Community Planning and Development
- **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 Emerita 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
- **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
- **Kilroy, William** (1991-2015) University of Rhode Island, B.F.A., 1981; University of Illinois, M.F.A., 1985; Professor Emeritus of Theatre
- **Kirk, Albert** (1977-2007) Tampa University, B.A, 1963; Northern Illinois University, M.S., 1967; Associate Professor Emeritus of Technology
- **Lapping, Mark B.** (1994-2015) SUNY New Paltz, B.S., 1967; Emory University, Ph.D., 1972; Distinguished Professor and Professor Emeritus of Public Policy and Management
- **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
- **Maiman, Richard J.** (1971-2010) Lake Forest College, B.A., 1967; Brown University, Ph.D., 1972; Professor Emeritus of Political Science
- **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
- **Mazurkiewicz, Michael, Jr.** (1969-2015) Rutgers University, B.S., 1961, M.S., 1964; University of Connecticut, Ph.D., 1970; Professor Emeritus of Biological Sciences
- **McGrath, Francis C., III** (1985) Professor of English; Dartmouth College, B.A., 1964; University of Texas at Austin, Ph.D., 1973
- **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
- **Munger, Jeanne L.** (1994-2015) Ohio State University, B.S., 1979, M.B.A., 1982, Ph.D., 1992; Associate Professor Emerita of Marketing
- **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
- **Ng, Ah-Kau** (1988-2015) National Chung-Hsing University, B.S., 1969; SUNY Plattsburgh, M.A., 1972; Temple University School of Medicine, Ph.D., 1975; Professor Emeritus of Applied Immunology
- **Normandeau, Jeanne G.** (1968-1997) Boston College, B.S., 1964, M.S., 1967; Boston University, Ed.D., 1988; Associate Professor Emerita of Nursing
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