University of Southern Maine

Graduate Academic Catalog
2020-21

University of Southern Maine
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Welcome . . . 5
The University . . . 6
Disclaimers . . . 8
Graduate Studies . . . 9
Admissions . . . 10
Student Financial Services . . . 14
Financial Aid . . . 14
Financial Information . . . 16
Financial Information . . . 20
Registration & Scheduling Services . . . 26
Registration & Scheduling Services Overview . . . 26
Academic Policies - Graduate . . . 26
Campus Life . . . 36
Dean of Students Office and Community Standards . . . 36
Diversity and Inclusion . . . 36
Safety and Wellness . . . 37
Student Involvement . . . 39
USM Dining and On-Campus Housing . . . 40
Accelerated Graduate Pathways . . . 41
Accelerated Graduate Pathway Leading to Initial Certification in Special Education . . . 41
Accelerated Graduate Pathway to Counseling . . . 42
Accelerated Graduate Pathway to Leadership Studies . . . 43
Accelerated Graduate Pathway to Master of Social Work . . . 44
Accelerated Graduate Pathway to Master's of Athletic Training . . . 45
Accelerated Graduate Pathway to MBA . . . 47
Accelerated Graduate Pathway to M.S.Ed. in Teaching and Learning (ETEP) . . . 48
Accelerated Graduate Pathway to Occupational Therapy . . . 50
Accelerated Graduate Pathway to Policy, Planning, and Management (MPPM) . . . 51
Accelerated Graduate Pathway to Statistics . . . 52
Accelerated Graduate Pathways to Law . . . 52
College of Arts, Humanities, and Social Sciences . . . 54
College of Arts, Humanities, and Social Sciences Overview . . . 54
Food Studies . . . 55
Certificate of Graduate Study in Food Studies . . . 55
Music . . . 56
MM in Composition . . . 56
MM in Conducting . . . 57
MM in Jazz Studies . . . 58
MM in Music Education . . . 60
MM in Pedagogy . . . 62
MM in Performance . . . 63
Music Course Descriptions Course Descriptions . . . 67
Stonecoast MFA in Creative Writing . . . 79
MFA in Creative Writing . . . 79
Stonecoast Course Descriptions . . . 79
College of Management and Human Service . . . 82
College of Management and Human Service Overview . . . 82
Business . . . 84
Business Course Descriptions . . . 84
Education and Human Development . . . 100
School of Education and Human Development Overview . . . 100
Centers/Programs . . . 103
Adult and Higher Education . . . 105
Adult and Higher Education Overview . . . 105
MS in Adult and Higher Education . . . 105
Certificate of Advanced Study in Adult Learning . . . 108
Adult and Higher Education Course Descriptions . . . 109
Counselor Education . . . 112
Counselor Education Overview . . . 112
MS in Counseling with a Concentration in Clinical Mental Health . . . 113
MS in Counseling with a Concentration in Rehabilitation . . . 115
MS in Counseling with a Concentration in School . . . 117
Certificate of Advanced Study in Counseling . . . 118

Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development . . . 119
Certificate of Graduate Study in Mental Health Rehabilitation Technician/Community (MHRT/C) . . . 120
Counselor Education Course Descriptions . . . 120
Educational Leadership . . . 125
Educational Leadership Overview . . . 125
MSEd in Educational Leadership . . . 125
MSEd in Teacher Leadership . . . 127
Certificate of Advanced Study in Educational Leadership . . . 128
Certificate of Graduate Study in Assistant Principal . . . 129
Educational Leadership Course Descriptions . . . 129
Educational Psychology . . . 133
Educational Psychology Overview . . . 133
MS in Educational Psychology with a Concentration in Applied Behavior Analysis . . . 133
MS in Educational Psychology with a Concentration in School Psychology . . . 136
Certificate in Applied Behavior Analysis . . . 138
Educational Psychology Course Descriptions . . . 140
Extended Teacher Education Program (ETEP) . . . 145
Extended Teacher Education Program (ETEP) Overview . . . 145
MSEd in Teaching and Learning (MTL) - Extended Teacher Education Program (ETEP) . . . 146
Certificate of Graduate Study in Teaching and Assessment Practices to Meet Learning Expectations . . . 148
Extended Teacher Education Program (ETEP) Course Descriptions . . . 148
Literacy Education . . . 152
Literacy Education Overview . . . 152
MSEd in Literacy Education . . . 152
Certificate of Advanced Study in Literacy Education . . . 153
Certificate of Graduate Study in Literacy . . . 154
Literacy Education Course Descriptions . . . 154
Montessori Early Childhood Education . . . 159
Montessori Early Childhood Education Overview . . . 159
MSEd in Montessori Early Childhood Education . . . 159
School Psychology . . . 161
School Psychology Overview . . . 161
PsyD in School Psychology . . . 162
School Psychology Course Descriptions . . . 164
Special Education . . . 170
Special Education Overview . . . 170
MS in Special Education - Effective Instruction and Assessment for Students with Suspected and Identified Disabilities . . . 171
MS in Special Education - In-Service (certified educators) . . . 171
MS in Special Education - Integrated General Education and Special Education Initial Teacher Certification . . . 173
MS in Special Education - Pre-Service (Teaching Students with Mild to Moderate Disabilities) . . . 174
Certificate of Graduate Study in Gifted and Talented Education . . . 175
Special Education Course Descriptions . . . 176
TESOL: Teaching English to Speakers of Other Languages . . . 180
TESOL: Teaching English to Speakers of Other Languages Overview . . . 180
MSEd in TESOL . . . 180
MSEd in Teaching English to Speakers of Other Languages (TESOL): Initial K-12 ESL Certification . . . 181
Certificate of Advanced Study in English as a Second Language . . . 183
Certificate of Graduate Study in English as a Second Language . . . 183
TESOL: Teaching English to Speakers of Other Languages Overview Course List . . . 184
School of Education and Human Development Course Descriptions . . . 188
Muskie School of Public Service . . . 222
Muskie School Overview . . . 222
Geography-Anthropology . . . 224
Certificate of Graduate Study in Applied Geographic Information Systems (GIS) . . . 224
Policy, Planning, and Management . . . 225
MPPM in Policy, Planning, and Management . . . 225
Certificate of Graduate Study in Applied Research and Evaluation Methods . . . 228
Certificate of Graduate Study in Community Planning and Sustainable Development . . . 229
Certificate of Graduate Study in Policy Analysis . . . 230
Certificate of Graduate Study in Public and Nonprofit Management . . . 230
Policy, Planning, and Management Course Descriptions . . . 231
Public Health . . . 236
MPH in Public Health . . . 236

Certificate of Graduate Study in Healthcare Quality and Patient Safety . . . 238
Certificate of Graduate Study in Public Health . . . 239
Public Health Course Descriptions . . . 240
Public Policy . . . 243
PhD in Public Policy with a Concentration in Educational Leadership and Policy . . . 243
Social Work . . . 247
Social Work Overview . . . 247
MSW in Social Work . . . 247
Social Work Course Descriptions . . . 250
College of Science, Technology, and Health . . . 256
College of Science, Technology, and Health Overview . . . 256
Biological Sciences . . . 260
MS in Biology . . . 260
Biological Sciences Course Descriptions . . . 261
Exercise, Health, and Sport Sciences . . . 268
MS in Athletic Training . . . 268
Course Descriptions . . . 269
Mathematics and Statistics . . . 280
Mathematics and Statistics Overview . . . 280
MS in Statistics . . . 280
Certificate of Graduate Study in Data Science . . . 283
Certificate of Graduate Study in Statistics . . . 284
Mathematics and Statistics Course Descriptions . . . 284
Nursing . . . 291
Nursing Overview . . . 291
Graduate Nursing Policies . . . 292
DNP in Nursing . . . 299
MS in Nursing - Adult-Gerontology Acute Care Nurse Practitioner . . . 300
MS in Nursing - Nursing Education . . . 301
MS in Nursing - Family Nurse Practitioner . . . 301
MS in Nursing - Nursing Administration and Leadership . . . 302
MS in Nursing - Psychiatric-Mental Health Nurse Practitioner (across the lifespan) . . . 303
MS in Nursing - RN to Master of Science Degree Program for Registered Nurses . . . 304
Certificate of Advanced Study in Nursing - Post-Masters . . . 305
Nursing Course Descriptions . . . 306
Technology . . . 320
MS in Cybersecurity . . . 320
Certificate of Graduate Study in Cybersecurity . . . 320
Course Descriptions . . . 321
Lewiston-Auburn College . . . 328
Lewiston-Auburn College Overview . . . 328
Leadership Studies . . . 329
PhD in Leadership . . . 329
MA in Leadership Studies . . . 332
Certificate of Graduate Study in Creative Leadership and Global Strategy . . . 335
Certificate of Graduate Study in Leadership . . . 335
Certificate of Graduate Study in Organization Development . . . 336
Certificate of Graduate Study in Professional Leadership Education . . . 337
Leadership Studies Course Descriptions . . . 338
Occupational Therapy . . . 348
MOT in Occupational Therapy . . . 348
Occupational Therapy Course Descriptions . . . 350
University of Maine School of Law . . . 354
Research Service Center . . . 356
Annual Security Report & Annual Fire Safety Report . . . 357
Administration of the University of Southern Maine . . . 358

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 College programs 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-six 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 Commission of Higher Education (NECHE, formerly NEASC). Our pre-licensure nursing programs are approved by the Maine State Board of Nursing (MSBON). The baccalaureate degree in nursing program and master's degree in nursing program are accredited by the Commission on Collegiate Nursing Education (CCNE). The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The 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 Commission of Higher Education (NECHE) which accredits schools and colleges in six New England states. Membership in NECHE 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 office has been designated to handle inquiries regarding non-discrimination policies: 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 of graduate student support and advocacy. We are committed to fostering an empowered, equitable, interconnected graduate student community of experienced and confident researchers, practitioners, and leaders by:

1. Integrating the University's offerings with the unique needs of graduate students;
2. Cultivating equity, justice, and community through graduate student engagement, representation, and advocacy;
3. Collaborating with faculty and staff to support orientation, advising, and mentorship programming for students;
4. Providing scholarships and financial assistance to help students find affordable pathways to complete their programs;
5. Connecting students to resume-enhancing professional development opportunities through Graduate Assistantships and collaborative partnerships;
6. Partnering with other divisions to implement data-driven strategic enrollment initiatives to ensure successful retention, persistence, and completion rates; and
7. Educating our community and stakeholders about the value of graduate education at USM and in the state.

The Office of Graduate Studies is located on the Portland campus in room 117 Wishcamper Center. You can also reach us or at 207-780-4872; usmgradstudies@maine.edu; or usm.maine.edu/grad.

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, Gorham and Lewiston campuses and can be reached at (207) 780-5670 or admitusm@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
- Applying to USM is free.
- 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 Office of Admissions' website under Graduate Program Application: 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.
- English Proficiency Test Scores. Official English proficiency examination scores may be required from international applicants and/or applicants whose primary language is not English, unless the applicant has received a degree from an English-speaking institution. USM accepts the following score reports sent directly from the testing agency: 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 a graduate program. Some programs may have a higher TOEFL or IELTS score requirement.
- 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 admitusm@maine.edu.
- USM requires official college transcript evaluations from an agency that is a current member of the National Association of Credential Evaluation Services (NACES) as indicated on their website: http://naces.org/members.html. Evaluations done by the agency must be course-by-course evaluations and provide verification the degree the applicant holds is equivalent to a bachelor's degree from the United States.

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 sends 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.

International Student Applications

Official English proficiency examination scores are required from international applicants and/or applicants whose primary language is not English, unless the applicant has received a degree from an English-speaking institution. The University of Southern Maine accepts the following score reports sent directly from the testing agency. 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 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: https://usm.maine.edu/office-of-admissions/international-transcripts 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 Office of Admissions' website for a list of deadlines: https://usm.maine.edu/apply

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;
- 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.

New England Regional Student Program (RSP)

In cooperation with the New England Board of Higher Education (NEBHE), the University offers undergraduate and graduate programs of study at reduced rates of tuition to qualified candidates from the New England states. Because the listing of programs varies from year to year, candidates should check the most up-to-date listings. The following schedule represents the fields of study available at the University in the New England Regional Student Program (RSP) for 2020-20212019-2020. Further information is available at **nebhe.org/tuitionbreak**.

USM's current graduate listings are available at https://usm.maine.edu/office-of-admissions/new-england-regional-tuition-program

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 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 to 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) 780-5670.

Full-Time or Part-Time Status

Full-time registration is for six or more degree credits; part-time registration is less than six 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 Office of Student Financial Services, 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 help@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 three 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 repayment 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. 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 3 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 three 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, students should file a Free Application for Federal Student Aid (FAFSA) or a 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 loan and/or work-study funds.

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 monthly stipend. Some assistantships are accompanied by a limited tuition scholarship. 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 Scholarships** A limited number of scholarships are granted to outstanding entering and continuing graduate students.

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 2020-2021 academic year (updated July 6, 2020):

Graduate and Law Tuition Charges Per Credit Hour

	Graduate	Law
Maine Resident	$432	$773
Non-Maine Resident	$1,186	$1,156
New England Regional Student Program	$713	$1,055
Canadian Resident	$432	$1,055
E-Tuition (for non-Maine residents in fully online programs only)	$527	

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 2020-2021 academic year (updated July 6, 2020):

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 $40.00 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 $33.00 per credit hour fee is assessed to cover fixed costs of providing educational services not already supported by tuition charges.
- **Graduate Student Professional Development Fee** A $20 per semester fee is charged to all matriculated graduate students to support professional development programming. Students enrolled in a graduate certificate of non-degree program are not charged the fee.

Additional Graduate Fees

- **Application Fee** USM no longer requires an application fee for undergraduate or graduate admission. This includes in-state, out-of-state, and international applicants as well as reapplication or reactivation.
- **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 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.

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 University of Maine School of Law are required to pay a first non-refundable tuition deposit of $250 by April 15th. A second deposit of $250 will be due on or before June 1st. Students admitted after the first deposit deadline will be given a deadline to deposit in order to secure a seat in the incoming class. Deposits may be paid by check sent to the address below, or paid online once your @maine.edu credentials are activated. Please contact Maine Law Admissions should you have any questions.
Office of Admissions
246 Deering Avenue
Portland, ME 04102
Ph: 207.780.4341
lawadmissions@maine.edu

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

Newly admitted students who apply 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.

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.

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 2020-2021 academic year will be determined in late June. This page will be updated at that time.

Undergraduate Tuition Charges Per Credit Hour	
Maine Resident	$TBD
Non-Maine Resident	$TBD
New England Regional Student Program	$TBD
Canadian Resident	$TBD
E-tuition (for non-Maine residents in fully online programs only)	$TBD

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 2020-2021 academic year will be finalized in late June. This page will be updated at that time. The fees listed below are subject to change.

For All Students

- **Community Standards Fee** A $35 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 to $360 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 per credit hour technology fee.
- **Insufficient Funds Fee** A $25 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 fee is charged to students enrolling in a University three-, four-, or five-installment payment plan.
- **Late Payment Fee** A $50 fee (to a maximum of $200) is charged to student accounts not paid when bill is due.
- **Online Course Enrollment Fee** Students registering for online classes are charged a $40-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 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 fewer than 6 credits, a health fee may be applied if they plan to make use of the services available at Health and Counseling services. For more information about the services covered by the student health and counseling fee and the cost of enrolling, contact University 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 one time $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
6-11.9	$83
12+	$110

- **Lewiston-Auburn College Parking Fee** A mandatory $3-per-credit-hour fee is assessed to students registered for courses held on the LAC campus.
- **Unified Fee** A mandatory $31-per-credit-hour fee is assessed to cover fixed costs of providing educational services not already supported by tuition charges.

Additional Undergraduate Fees

- **Activity Fee** Students taking undergraduate courses are assessed a mandatory student activity fee. The amount charged depends on the number of credit hours attempted. Students registering for undergraduate courses taught at Lewiston-Auburn College or University of Maine System Off-Campus Centers are charged $1.50 per credit hour.

Credits Attempted	Fee
1-5.9	$19
6-11.9	$37
12+	$55

- **Application Fee** USM no longer requires an application fee for undergraduate or graduate admission. This includes in-state, out-of-state, and international applicants as well as reapplication or reactivation.
- **Enrollment Fee** A mandatory $175 fee is charged to newly admitted undergraduate students. This fee is charged only once.
- **Prior Learning Assessment Fee** Charges for exams offered by the Office of Prior Learning Assessment can be found at http://usm.maine.edu/prior-learning-assessment.
- **Specialty Accreditation Fee** A $26-per-credit-hour fee is charged to students enrolling in upper-level undergraduate courses (300-400 level) offered by the School of Business. Students enrolling in graduate level courses will be charged $67-per-credit-hour**.** A $17-per-credit-hour fee is charged to students enrolling in lower-level undergraduate (100-200 level) courses offered by the School of Business. The fee will support research and scholarship activities that help assure the school's continued accreditation by an international organization.

Room and Board

USM Meal Plans

The University offers several different resident student meal plans. Information about resident meal plans is available from the Department of Residential Life. 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 Department 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.

Deposits

For Undergraduate Applications

When a student is notified of acceptance into a University undergraduate degree program, a $100 enrollment deposit is due by May 1 for the fall semester, January 2 for the spring semester, and April 1 for the summer term. If admitted after these dates for the corresponding semester or term,

a deposit is due within fifteen days. The deposit will be applied to tuition charges.

The deposit will be forfeited if the student notifies the Office of Admissions of their intention to withdraw after May 1 (fall semester), January 2 (spring semester) or April 1 (summer term).

For Students Living in Campus Housing

Newly admitted students who apply for on-campus housing must pay a $75 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 email 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 credit 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.

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 charge was 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 (fourteen days). All charges remain on a student account for a course dropped after the fourteen-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 (fourteen days). Tuition and mandatory fees are adjusted at a percentage for students withdrawing from all courses after fourteen 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 she or he notifies the institution's designated official office that she or 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 prorated daily rate. Additional information is available from the Department 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 or 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 the 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 resident of the United States, they cannot be a resident 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 or fall or spring semester for which residency is requested. All applications shall be prospective.

If the associate director of Student Financial Services written decision, to be issued within thirty days of the first day of classes, is considered incorrect by the student, the student may appeal that decision in writing, within thirty 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. It is the Registrar's Office+ and 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 over 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.

Early College
The USM Early Study–Aspirations Program offers opportunities for high school students to take college courses to enrich their high school experience. The program is designed to help students supplement, not supplant, the academic program of the high school. Academic requirements must be met, and permission from high school and parent(s) is expected. Financial assistance is available.

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	Grade Submission
Academic Record Changes	Grading System
Add/Drop	Graduation
Class Conduct Policy	Permanent Academic Record
Confidentiality Policy	Plagiarism
Credit for Undergraduate Work	Professional Licensure Disclosure Statement
Credit Hour Definition	Registration Policies
Credit previously received for Graduate Coursework	Repeated Courses Policy
Cross-listing UG/G Courses	Requirements of Graduate Study
Degree Progress	Student Advisement
Disability Services Center	Student Appeals and Complaints
Enrolling and Auditing	Syllabi Distribution
Extramural Course Credit	Withdrawal

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 within 140 days from the end of term in which the Incomplete was given or by the deadline specified by the instructor, not to exceed 140 days. If the Incomplete is not resolved in the time frame outlined, it 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 Registrar (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.

At the discretion of the graduate program, up to 50% of the graduate program's degree requirements may be met by graduate-level coursework taken before matriculation as a graduate student.

Cross-listing Undergraduate and Graduate Courses

300- or 400-level courses may be cross-listed with 500- or 600-level courses if the curriculum committee of the unit approves, and there are distinct undergraduate level and graduate level syllabi. Any exceptions to this policy must come to Graduate Council for approval. 100-level courses should not be cross-listed with graduate courses.

^ 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.

Repeated Courses Policy

When a student repeats a course and earns a grade of A, B, C, D, F, H, P, or LP, the initial grade notation remains on the transcript; the later grade is the one used and counted for GPA calculations, credit, and requirements. No course may be repeated more than once without written permission of the dean or director of the appropriate school, college, or division. This policy does not apply to courses specifically designed to be repeated.

^ 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 Policy

In order for students to make satisfactory progress toward the degree or certificate, the University requires students to be continuously enrolled in coursework until completion (unless taking a leave of absence). Continuous enrollment requires that every graduate student must either be:

Enrolled in coursework in their program for any two semesters in a given academic year, inclusive of fall, spring and summer sessions.

Enrolled in GRS 601, 603, or 701; or be on a formal leave of absence, approved by the student's program chair and on file with the Office of Graduate Studies and Registrar's Office

GRS courses aid students in maintaining continuous enrollment status. Registration in any of these courses requires authorization by the faculty advisor and by the Office of Graduate Studies. Enrollment in any GRS course will be reported on official USM transcripts. Any graduate student in violation of continuous enrollment for one year or more, will be discontinued/withdrawn.

GRS 601 is equivalent to a 1-credit course for master's and certificate students that allows them continued access to University services, including USM computers, library, and recreational facilities. Registration for this course incurs applicable University tuition and 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 the Office of Graduate Studies, and is typically limited to two semesters.

GRS 603 is equivalent to a 3-credit master's- or certificate-level course. Students enrolled in this course are considered half-time for the purposes of financial aid, academic standing, 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 doctoral-level course that permits doctoral degree candidates to retain eligibility for financial aid, and access to university programs and 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 703 is equivalent to a 3-credit doctoral-level course. Students enrolled in this course are considered half-time for the purposes of financial aid, scholarships, graduate assistantships, academic standing, and access to university programs and services, including USM computers, library, and recreational facilities. This course option is primarily intended for doctoral students who have completed all coursework, but have not completed their dissertation. Enrollment in GRS 703 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.

**Note: Students in the MSEd in Teaching and Learning (MTL) are granted a waiver from this policy.*

Leave of Absence Policy

In extenuating circumstances a student may arrange for an exception to the continuous enrollment policy; the request 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. The total leave allowed a student during their graduate program is two semesters, which need not be taken consecutively (this does not include summer semesters). Forms are available on the Office of Graduate Studies website at www.usm.maine.edu/grad. Appeals for waiver of this policy should be made to the head of the academic program.

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 and currently enrolled 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. Current 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 6 or more degree credits; three-quarter time requires 4.5 credits; half-time requires 3 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) 780-4872.

^ 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 academic probation by the Dean or designee of the Dean of the college, school, or division 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

Professional Licensure Disclosure Statement

Eligibility for licensure and/or certification may involve more than successful degree completion. The University of Southern Maine cannot confirm that its courses or degree programs meet the requirements for professional licensure outside of the State of Maine. The University of Southern Maine strongly encourages prospective and current students to contact the appropriate or applicable licensing board(s) in states in which they may wish to pursue licensure, prior to beginning any program of study.

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

Acceptable Conduct in Class Settings Policy

As members of an academic community, 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 a productive learning environment:

1. Facilitate an open, respectful, and caring environment.
2. Accept responsibility and accountability for one's own behavior when interacting with others.
3. Explore controversial issues through open dialogue and respectful deliberation.
4. Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
5. Engage institutional resources and persons to resolve conflict when necessary.

The purpose of this policy is to foster a safe and supportive learning and work environment. Therefore, we will not tolerate harassing or discriminatory conduct in any form.

The UMS System Conduct Code defines a violation in basic terms:

Violations are activities which directly and significantly interfere with the University's (1) primary educational responsibility of ensuring the opportunity of all members of the community to attain their educational objectives. (p.7) [http://staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0fa197]

The University of Southern Maine has a commitment to academic freedom. In a class environment, this freedom is exercised through the norms established by the faculty who play a distinct role in a class setting rooted in their professional training and in the standards established by disciplinary cultures, professional organizations, and accreditors. The faculty curate dialogue within a class setting.

If a student substantially disrupts a class, the professor may ask the student to align with this policy on conduct in a class setting. If the student refuses, the professor may, at their discretion, ask the student to leave. If the professor takes this step, they must attempt to communicate with the student and provide informal counsel and advice. The professor may elect to notify their dean of the situation as well. If the student disrupts the class again, the professor may, at their discretion, provide a written notification to the student, describe the offending behavior, and refer the student's case to the appropriate academic dean and notify the dean of students that an official student conduct code violation has occurred [https://usm.maine.edu/community-standards-mediation/conduct-process]. During this process, the student's academic dean will make sure that the student is provided suitable instruction and the student is afforded all of the usual resources normally available to them by the University. At any step in this process, the professor should contact Public Safety if they feel that anyone's safety in the class is threatened or if the student refuses to leave (dial 911 from a phone on the Portland or Gorham campuses, or 780-5211; dial 9-911 from a campus phone on the Lewiston-Auburn campus, or call the Lewiston Police at 784-6421).

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

All appeals of dismissal 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 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. Please check with specific program for appeal process.

Course Withdrawal (for courses 12 weeks in length or longer)

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.

^ top

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.

Disability Services Center

The Disability Services Center (DSC) provides a wide range of services to students with attentional, learning, physical, psychological, sensory or other health-related disabilities. Students with disabilities who want to learn about our services and request accommodations are encouraged to contact the DSC to schedule an initial appointment. Visit the DSC website to learn more about requesting academic or housing accommodations.

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/community-standards-mediation, 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 Office is the right place, stop by anyway. Visit us at 188 Upton Hall (Gorham), 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, non-binary, genderqueer, 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

For more information, contact the Dean of Students, (207) 780-4035.

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 regard 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' Resource Center

218/220 Sullivan, Portland Campus, (207) 780-4826
104 Bailey Hall, Gorham Campus
Room 103, Lewiston-Auburn Campus

Veterans' Resource Center

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®.

The center includes a lounge area, as well as space to study. It's a great place to connect with folks who speak the same language (military) and decompress and relax in a comfortable environment.

Safety and Wellness

Health & Counseling Services

The services offered by UHCS includes:

Health

- Sick Visits
- STD Screening
- Contraception
- Immunizations
- Physicals
- Travel Consultation
- Prescriptions/OTC Medications

Counseling

- Individual/Group/Couples Therapy
- Crisis Intervention
- Medication Management
- Mental Health Assessment
- Counseling Education
- Community Consultation

- Outreach

The team at UHCS is made up of licensed clinical professional counselors, psychologists, nurse practitioners, medical assistants and administrative support staff. They are well versed in college health issues and the diversity of representation within the USM community.

For the Fall and Spring semesters, students who are enrolled in six or more credits are automatically assessed a Health Fee. This fee covers the cost of UHCS outreach, prevention efforts and health promotion activities on campus. It also covers the first two counseling appointments with Counseling Services. Subsequent visits will be billed and students will be asked to produce their insurance information and provide updates as needed thereafter. Similarly, Health Services bills for services rendered. For students who do not have health insurance, a free care or reduced payment program option is available.

Recovery Oriented Campus Center (ROCC)

The ROCC is an empowerment-based peer support center that fosters the possibility of personal growth by embracing all pathways to recovery and building connections to the community. On-line at usm.maine.edu/recovery

Student Health Insurance Plan (SHIP)

For information about the Student Health Insurance Plan (SHIP), please contact Student Financial Services at (207) 780-5250, or TTY (207) 780-5646. Online at usm.maine.edu/student-financial-services

For more information about Health & Counseling Services or to schedule an appointment:

Health Services - Director, Lisa Belanger, APRN-BC

Online at usm.maine.edu/uhcs/health-services.
Gorham: 156 Upton Hall. Call (207) 780-4701, or TTY (207) 780-5646.
Portland: 8 Sullivan Complex. Call (207) 780-5411, or TTY (207) 780-5646.

Counseling Services - Director, Liza Little, Psy.D, APRN-BC

On-line at usm.maine.edu/uhcs/counseling-services
Gorham: 156 Upton Hall. Call (207) 780-5411, or (TTY (207) 780-5646.
Portland: 105 Payson-smith Hall. Call (207) 780-4050, or TTY (207) 780-5646105
LAC: Rm # 133. Call (207) 780-4050, or TTY (207) 780-5646105

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

Join us at the Sullivan Recreation and Fitness Complex to reignite your relationship with your health and fitness. Whether you are new to the gym, a current fitness guru, or looking to get back into a routine of exercise, we offer numerous classes and options to help aid you on your way to health and happiness.

Facilities include:

- Two Fitness Centers
- Saunas in each Locker Room

- Racquetball and Squash Courts
- Three full size Basketball Courts
- A Multipurpose/Yoga Room
- Spin Room
- Ping Pong Table

For more information: visit our website, call us at (207) 780-4169, or stop by 104 Sullivan Complex on the Portland campus.

Public Safety and Parking

USM Public Safety Police Officers are responsible for keeping the peace, preventing crime, and delivering a variety of public safety related services including: community policing and crime prevention services, personal safety programs, criminal investigations and 24-hour campus police coverage on foot, bike and marked police vehicles.

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, the Little East Conference (LEC), the New England Hockey Conference (NEHC) and the New England Wrestling Association (NEWA).

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 Dining Hall and the Husky Hideaway and Convenience Store. The BSC is also home to the Office of Student Activities and Involvement.

Woodbury Campus Center

The Woodbury Campus Center serves as the "hub" of the Portland campus. It houses Campus Dining, UCU ATM, and the Information Center. Other services within the Campus Center include a Meditation & Spirituality Room, areas to study, eat or relax, 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 Campus Food Pantry 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 Student Activities and Involvement 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 Luther Bonney Deli and Cafe, the University of Maine School of Law Café, the Library Starbucks, and the Luther Bonney Mini-Mart. The Lewiston-Auburn campus features Café-LA.

For more information (including hours, menus, and how to purchase a residential, commuter or faculty/staff 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 usm.reslife@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 Multicultural Human Development (Sociocultural Analysis - SCA)
- SED 300 Ethics & Youth w/Exceptionalities (Ethical Inquiry) or EDU 310 Purpose of Schools in a Democracy (Ethical Inquiry /International)

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)
- SED 425 Multi-Tier Instruction and Assessment for Mathematics
- SED 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 total 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; to be considered for admission via the accelerated pathway, a student must have satisfactorily completed 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, SED 425, and SED 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 Counseling

Accelerated Graduate Pathway to MS in Counseling

For highly motivated undergraduate students who are already looking ahead to graduate school, USM offers an Accelerated Graduate Pathway from our Social and Behavioral Sciences program to the MS in Counseling 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.

Program Requirements

In order to gain full admission to the Master of Science in Counseling program a student must do all of the following:

- Declare the Social and Behavioral Sciences major.
- Maintain a cumulative GPA of at least 3.0 in all course work and in the major; earn at least a B- in any 500-level graduate courses taken while an undergraduate.
- Complete HCE 500 Orientation to the Counseling Profession during the third or fourth year of undergraduate study if intent is to complete the Mental Health or School concentrations in the graduate program; complete HCE 510 Introduction to Rehabilitation Counseling and Services in the third or fourth year of undergraduate study if intent is to complete the Rehabilitation concentration in the graduate program.
- Take the GRE with a combined verbal and quantitative score of 286 or better, or the MAT (Miller Analogies Test) with a score of 398 or above. Test must be taken within five years of application.
- Follow the additional guidelines for MS in Counseling applicants as outlined on the Graduate Admissions website.

Recommended Course Sequence

In addition to HCE 500/HCE 510, students may substitute *up to five* of the following undergraduate SBS courses with the specified graduate course (totaling up to 18 credits of the graduate program):

HRD/SBS 200 Multicultural Human Development can be replaced by HCE 668 Human Development (required course in graduate program).

SBS 329 Research Methods can be replaced by EDU 600 Research Methods (required course in graduate program).

SBS 343 Substance Abuse can be replaced by HCE 642 Perspectives in Chemical Dependency for the Clinical Mental Health and School concentrations of the graduate program (required), or by HCE 643 Psychopharmacology, Substance-Related Disorders, and Integrated Co-Occuring Treatment for the Rehabilitation concentration of the graduate program (required course in the graduate program).

SBS 364 Introduction to Expressive Therapies can be replaced by HCE 520 Expressive Arts in Counseling (graduate program elective).

General SBS elective can be replaced by HCE 604 Career Counseling (required course in the graduate program).

Diversity category course in the SBS Counseling Concentration can be replaced by HCE 612 Multicultural Counseling (required course in graduate program).

How to Apply or participate in the Counseling Pathway:

- On the Common App, select the Social and Behavioral Sciences 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 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: Leading Across Cultures 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 Master of Social Work

Accelerated Graduate Pathway to Master of Social Work

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

Program Requirements for Sociology to MSW:

In order to gain full admission to the Master of Social Work program ***via the Sociology major***, a student must do all of the following:

- Maintain a cumulative GPA of at least 3.0 in all course work and in the major, and earn a B- or better in all MSW courses.
- Declare the accelerated pathway prior to the third year of undergraduate study.
- Complete SOC 395 Internship (minimum of 3 credits) no later than the summer after the third year of study.
- Successfully complete SWO 501 or 504 (or both) during the third year of undergraduate study.
- Complete SWO 501, 504, and 505 in sequence ***prior*** to SWO electives. If electives are selected, choices must be made in consultation with the MSW Program Coordinator.
- Complete and submit a graduate application by October 15 of the fourth year of undergraduate study. This includes an essay (criteria can be found on the USM School of Social Work website), three letters of recommendation (one from the internship faculty supervisor; one from Sociology or MSW faculty; and one from someone in a position to assess the applicant's ability to become a social worker or be successful in graduate academic work).
- Follow the additional guidelines for MSW applicants as outlined on the Graduate Admissions website.

In addition to the overlap SOC/MSW courses (SWO 501, 504, 505 and two SWO electives that substitute for two SOC electives), students must also take a minimum of 2 SOC electives for a minimum total of six SOC electives.

Please note: this pathway is NOT equivalent to Advanced Standing. In order to utilize Advanced Standing, a student must have earned a BSW from an accredited program within the last seven years, have earned a 3.0 cumulative GPA, and have completed all BSW degree requirements by May of the year they intend to enter the MSW program.

Program Requirements for SBS to MSW:

In order to gain full admission to the Master of Social Work program ***via the SBS major***, a student must do all of the following:

- Maintain a cumulative GPA of at least 3.0 in all course work and in the SBS major; earn at least a B- in in SBS 370 Toward a Global Ethics, and in all SWO courses.
- Complete LAC 447 no later than the summer after the third year of study.
- Complete SWO 501, 504, and 505 in sequence ***prior*** to SWO electives. If electives are selected, choices must be made in consultation with the MSW Program Coordinator.
- Submit a completed application to the MSW program no later than October 15 of the fourth year of study. This includes (but is not limited to) three letters of recommendation: one from the internship supervisor; one from LAC Chair or faculty, or a faculty member from the MSW program; and one from a person who is positioned to the student's capacity to become a social worker or to undertake graduate study.

- Follow the additional guidelines for MS in Social Work applicants as outlined on the Graduate Admissions website.

In addition to the SWO course(s) taken during the third year of study, students may make substitutions for undergraduate SBS major requirements with the graduate courses specified below (totaling up to 12 credits of the graduate program):

SWO 501 Multicultural Social Work replaces either the SBS counseling concentration diversity course requirement, or count as one of the 6 required SBS electives.

SWO 505 Social Work Research I replaces SBS 329 Research Methods.

Two SWO 500-level electives replace two of the 6 required SBS electives.

Please note: this pathway is NOT equivalent to Advanced Standing. In order to utilize Advanced Standing, a student must have earned a BSW from an accredited program within the last seven years, have earned a 3.0 cumulative GPA, and have completed all BSW degree requirements by May of the year they intend to enter the MSW program.

How to Participate in the MSW Pathway:

Meet with your professional advisor or a member of either the Social and Behavioral Science or the Sociology faculty to determine if the accelerated pathway might be a good fit for you. Then meet with the Sociology or SBS Chair, who will review your record to determine eligibility, help you declare the pathway, and guide you in your course of study.

Accelerated Graduate Pathway to Master's of Athletic Training

Accelerated Graduate Pathway to Master of Athletic Training

For highly motivated undergraduate students who are already looking ahead to graduate school, USM offers an Accelerated Graduate Pathway from the Health Sciences major to the Athletic Training program that allows students to complete both the Bachelor's in Health Science and the Master's in Athletic Training degrees in five years rather than the usual six years. This detailed plan saves 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 graduate 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 admission, a student must:

- Declare the Health Sciences major.
- Declare participation in the Accelerated MSAT track no later than the end of their second year.
- Successfully complete all BS Health Sciences core required course work, and all University Core Curriculum requirements at the University of Southern Maine by the end of their junior year status (see course progression below).
- Complete all MSAT prerequisites (see course progression below).
- Complete a USM graduate application to the MSAT.

Students who do not meet these criteria or who are not accepted to the MSAT are still eligible to graduate from the Health Sciences baccalaureate degree by choosing one of the three remaining track options to complete in their fourth year of study.

Recommended Course Progression

Year 1: Fall

- ENG 100 College Writing (3 cr)
- MAT 120 Introduction to Statistics (or equivalent) (4 cr)
- SPM 100 Introduction to Exercise, Health and Sport Sciences (3 cr)

- SPM 219 Lifetime Physical Fitness and Wellness (3 cr)
- EYE 1XX Entry Year Experience (3 cr)

Year 1: Spring

- Cultural Interpretation (3 cr)
- HRD/SBS 200 Multi-cultural Human Development (3 cr)
- BIO 101/102 Biological Foundations/Lab (4 cr)
- PSY 100 General Psychology (3 cr)
- Creative Expression Core Requirement (3 cr)

Year 2: Fall

- BIO 111/112 Human Anatomy & Physiology/Lab I (4.5 cr)
- PSY 2XX upper-level Psychology Elective (3 cr)
- PHY 111/114 Elements of Physics/Lab (5 cr)
- SPM 216 Emergency Medical Response (3 cr)

Year 2: Spring

- BIO 113/114 Human Anatomy & Physiology II/Lab (4.5 cr)
- SPM 260 Introduction to Personal Training (3 cr)
- CHY 113 Principles of Chemistry I (3 cr)
- CON 356 Concepts of Community Health or SBS/SCI 336 Introduction to Public Health (3 cr)
- SPM 230 Psychology of Physical Activity and Sport (3 cr)

Year 3: Fall

- SPM 350 Health Promotion Programs (3 cr)
- CON 252 Human Nutrition (3 cr)
- SPM 330 Physiology of Exercise (3 cr)
- SPM 325 Methods of Resistance Training and Conditioning (3 cr)
- International Core Requirement (3 cr)

Year 3: Spring

- SPM 477 Health Related Research Methods (3 cr)
- SPM 381 Kinesiology (3 cr)
- Ethical Inquiry Core Requirement (3 cr)
- Diversity Core Requirement (3 cr)
- Elective (3 cr)

If admitted to the USM MS Athletic Training:

Year 4: Fall

- MSAT Track Course (3 cr)
- MSAT Track Course (3 cr)
- MSAT Track Course (3 cr)
- MSAT Track Course (3 cr)
- MSAT Track Course (3 cr)

Year 4: Spring

- MSAT Track Course (3 cr)
- MSAT Track Course (3 cr)
- MSAT Track Course (3 cr)
- MSAT Track Course (3 cr)

How to Participate in the Athletic Training Pathway:

- 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 MBA

Accelerated Graduate Pathway to the MaineMBA

For highly motivated undergraduate students who are already looking ahead to graduate school, USM offers an Accelerated Graduate Pathway to the MaineMBA 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 an Accelerated Pathway to the MaineMBA 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.

Admission Requirements

Requirements for business and engineering majors are different than those for non-business majors. Please see below.

USM Business majors must:

- state intention to participate in the accelerated pathway prior to earning 105 undergraduate credits
  achieve a cumulative GPA of 3.0;
- earn a B or better in ECO 101 Introduction to Macroeconomics, ECO 102 Introduction to Microeconomics, and MAT 210 Business Statistics (or an equivalent course);
- earn a B or better in the USM Business Core courses;
- earn a B or better in the USM Business Major courses;
- score a 500 or better on the Graduate Management Admission Test (GMAT). The GMAT is waived for those students with a GPA of 3.25 or above;
- complete an application to the MaineMBA;

USM Electrical Engineering and Mechanical Engineering majors must:

- state intention to participate in the accelerated pathway prior to earning 105 undergraduate credits;
- achieve a cumulative undergraduate GPA of 3.0;
- earn a B or better in ACC 110 Financial Accounting Information for Decision Making, ACC 211 Managerial Accounting Information for Decision Making (ACC 400 Introduction to Accounting, which is an MBA foundation course at UMaine, can be taken in lieu of ACC 110 and ACC 211), EGN 304 Engineering Economics, FIN 320 Basic Financial Management, and MAT 380 Theory of Probability and Statistics;
- score a 500 or better on the Graduate Management Admission Test (GMAT). The GMAT is waived for those students with a total GPA of 3.25 or above;
- complete an application to the MaineMBA.

USM Non-Business majors must:

- state intention to participate in the accelerated pathway prior to earning 105 undergraduate credits;
- achieve a cumulative undergraduate GPA of 3.0;
- earn a B or better in ECO 101 Introduction to Macroeconomics, ECO 102 Introduction to Microeconomics, and MAT 210 Business Statistics (or an equivalent course);
- earn a B or better in the following USM Business Core courses: ACC 110 Financial Accounting Information for Decision Making, ACC

211 Managerial Accounting Information for Decision Making, BUS 260 Marketing, FIN 320 Basic Financial Management, and BUS 340 Managing Organizational Behavior;
- score a 500 or better on the Graduate Management Admission Test (GMAT). The GMAT is waived for those students with a total GPA of 3.25 or above, and a 3.0 GPA in the business core courses;
- complete an application to the MaineMBA.

USM students are permitted to apply to the MaineMBA one semester prior to their final undergraduate semester, and may receive conditional admission to the MBA program. Full admission will be granted upon successful completion of their USM baccalaureate degree.

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 M.S.Ed. in Teaching and Learning (ETEP)

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

The Accelerated ETEP (Extended Teacher Education Program) 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 Multicultural Human Development (Sociocultural Analysis Core Requirement)
- EDU 310 Purpose of Schools in a Democracy (Ethical Inquiry/International Core Requirements) **or** SED 300 Ethics & Youth w/Exceptionalities (Ethical Inquiry Core Requirement)

Required Courses (6 credits)

- EDU 222 Foundations of Language and Literacy Development

- SED 335 Students with Exceptionalities in General Education (Diversity Core Requirement)

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

Requirements at the graduate level (ETEP):

Required Graduate Courses

Elementary (K-8)

- 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 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
- SED 520 Multi-Tiered Systems of Classroom Support

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

- EDU 514 Improving Teaching in Content Areas Through Literacy for All Students Including Those with DIverse Abilities and Backgrounds
- EDU 546 Planning and Assessment I
- EDU 547 Planning and Assessment II
- EDU 550 Professional Internship in Secondary Education (6 credits)
- EDU 562 Linguistic and Cultural Diversity in the Classroom
- EDU 652 Curriculum Evaluation and Design for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
- SED 520 Multi-Tiered Systems of Classroom Support

Content Area Methods Courses: One of the following:

- EDU 501 Science Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
- EDU 502 English Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds

- EDU 503 World Language Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
- EDU 504 Social Studies Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
- EDU 554 Math Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds

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)

Admissions:

Application Requirements and Instructions

Deadline: Submission of applications is strongly recommended by December 1, but also accepted through January 30 of a given academic 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 EDU 222 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 -** Please write a thoughful 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 equitable 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, a student should have maintained a GPA of 3.0 for courses in the program, with grades no lower than a B- in the following courses: SED 335 & EDU 222. 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 Occupational Therapy

The Master of Occupational Therapy (MOT) program offers an Accelerated Graduate Pathway for current USM students majoring in 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 (SBS or HLS).
2. Declare the MOT Accelerated Pathway option using the Declaration or Change of Major form, available from the Office of Registration. Using the line marked "Other" in the right hand column, indicate "MOT Accelerated Pathway," and return the completed form to the Office of Registration 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 degree path, 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 MPPM, a student must meet the following admission standards:

- Choose a major in Geography-Anthropology, Environmental Planning and Policy, Economics, or Political Science (Political Science track only).
- Have an earned cumulative GPA of 3.0 at time of matriculation into graduate program.
- Earn a B or better in a Statistics course that meets USM's Quantitative Reasoning Core Requirement.
- Submit to the director of the MPPM program a resume, and an essay that addresses how study in a professional master's program in policy, planning, and management will enhance your career outlook. The process may also require an interview at the request of the PPM faculty to confirm preparedness for professional studies at the graduate level.

Up to 12 credits of 500-level graduate courses may be taken while an undergraduate to fulfill both undergraduate and graduate requirements. The 12-credits must include at least 6 credits from the PPM courses listed below. The additional 6 credits may be selected from the PPM course list below or from 500-level graduate courses offered by the following departments: Geography-Anthropology (GYA), Environmental Planning and Policy (ESP), Economics (ECO), or Political Science (POS). Students may begin taking coursework in the PPM program in the summer after completion of their junior year.

PPM Courses that may be taken while an undergraduate include the following:

- PPM 501 Planning Theory
- PPM 503 Applied Research Methods
- PPM 507 Introduction to Community Planning
- PPM 510 Governance, Democracy and Public Policy
- PPM 512 Sustainable Communities
- PPM 515 Organizational Leadership
- PPM 522 Introduction to Arc/GIS
- PPM 524 Social Justice and Public Policy
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 534 Managing Cities, Towns and Counties
- PPM 535 Managing Government and Nonprofits
- PPM 542 Policy Issues in Maine
- PPM 545 Grant Writing and Development
- PPM 550 State and Local Economic Development
- PPM 553 Volunteer Engagement and Management
- PPM 560 Crisis and Risk Management
- PPM 564 Introduction to Town Design and SketchUp
- PPM 565 Transportation Planning and Policy
- PPM 570 Policy Argumentation and Advocacy
- PPM 581 Global Planning Issues: Megacities and Megacity Regions

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.
- On 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.

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, or Science.
- 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 A, 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 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 and Admission 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, Criminology, Liberal Studies-Humanities, Psychology, Environmental Planning and Policy, and Social and Behavioral Sciences.**

- Maintain an undergraduate GPA of at least 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.

University of Maine School of Law Tuition

For all Law course work, students are charged the Maine School of Law per credit tuition rate. While the credits serve as both the final credits of the undergraduate degree and the first year of the Law curriculum, students are only paying the one tuition rate. Students may be able to retain their undergraduate merit aid for use during the fourth year of study (1L coursework), but it is imperative that a student meet with a Financial Aid Counselor to confirm retention of undergraduate merit aid.

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: Lisa Walker; Financial Manager: Pamela Roy; Administrative Specialists: Mandke Mustafa

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 two graduate certificate programs. These are the master of fine arts (MFA) in creative writing, the master of music (MM), a certificate of graduate study in Composing Together, and a certificate of graduate study in Food Studies. 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:

- Food Studies
- 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.

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 (FSP 601), a second required course from among two choices (FSP 602 or 603), and two other Food Studies electives.

Required Courses (6 credits):

FSP 601 Food Policy and Planning
FSP 602 Power and Powerlessness in the Food System ***or*** FSP 603 Environmental Resilience and Food Systems
(*Students may take both FSP 602 and FSP 603. One will count as required and the other will count as elective.)*

Elective Courses (6 credits):

ECO 523 U.S. Labor and Employment Relations
FSP 602 Power and Powerlessness in the Food System (*when taking FSP 603 as required)* FSP 603 Environment Resilience and Food Systems (*when taking FSP 602 as required*) FSP 620 Poverty and Hunger
FSP 695 Food Studies Internship
MBA 657 Socially Responsible Business Marketing
PPM 639 Political Economy of Food

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 a competency exam in music theory/ear training prior to enrollment in MUS 530, Seminar in Music Theory. This exam will be graded pass/fail and 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.

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 courses	12

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 a competency exam in music theory/ear training prior to enrollment in MUS 530, Seminar in Music Theory. This exam will be graded pass/fail and 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.

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 a competency exam in music theory/ear training prior to enrollment in MUS 530, Seminar in Music Theory. This exam will be graded pass/fail and 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. Students are required to take jury examinations in each semester of applied music enrollment until the recital is successfully completed.

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.

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 a competency exam in music theory/ear training prior to enrollment in MUS 530, Seminar in Music Theory. This exam will be graded pass/fail and 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).

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 a competency exam in music theory/ear training prior to enrollment in MUS 530, Seminar in Music Theory. This exam will be graded pass/fail and 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.

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.

Students are required to take jury examinations in each semester of applied enrollment until the recital is successfully completed.

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.

Students are required to take jury examinations in each semester of applied enrollment until the recital is successfully completed.

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.

Students are required to take jury examinations in each semester of applied enrollment until the recital is successfully completed.

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.

Students are required to take jury examinations in each semester of applied enrollment until the recital is successfully completed.

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.

Students are required to take jury examinations in each semester of applied enrollment until the recital is successfully completed.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass a competency exam in music theory/ear training prior to enrollment in MUS 530, Seminar in Music Theory. This exam will be graded pass/fail and 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.

Music Course Descriptions 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.

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. 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 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 113 Vocal Techniques for Instrumentalists
Students will learn the fundamentals of healthy vocal production including posture, breathing, resonance, diction and expression. Basic vocal anatomy, terminology related to vocal production, and techniques for fostering good singing in school-based settings will be addressed. Demonstration of healthy vocal performance will be required. 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. 2.

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
Provides a professional community for emerging music educators. Fieldwork will focus on the application of classroom and rehearsal strategies for developing young instrumentalists. Prerequisite: MUE 250 ProSeminar IV. Corequisite: MUE 312, MUE 313. Cr. 1.

MUE 311 Research and Evaluation
The course will introduce philosophical, historical, descriptive, correlational, causal-comparative, experimental, and arts-based research methods as utilized in music education contexts. Students will develop skills to facilitate formalized inquiry, including student assessment and program evaluation. Prerequisite: Junior standing or permission of instructor. 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 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 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 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 110 Music Theory 1
The first semester of the four-semester Music Theory sequence. This course covers music theory fundamentals, fundamentals of species counterpoint, principles of notation, and instrumentation. Cr. 3

MUT 111 Sight Singing and Aural Skills 1
The first semester of the four-semester Sight Singing and Aural Skills sequence. This course covers solfege, music transcription, and sight singing. Cr. 1

MUT 112 Music Theory 2
The second semester of the four-semester Music Theory sequence. 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, and composition. Prerequisite MUT 110. Cr. 3

MUT 113 Sight Singing and Aural Skills 2
The second semester of the four-semester Sight Singing and Aural Skills sequence. This course covers solfege, music transcription, and sight singing. Prerequsite MUT 111. Cr. 1

MUT 210 Music Theory 3
The third semester of the four-semester Music Theory sequence.This course covers chromatic harmony and musical form. This material will be explored through the analysis, transcription, and composition. Prerequisite MUT 112. Cr. 3

MUT 211 Sight Singing and Aural Skills 3
The third semester of the four-semester Sight Singing and Aural Skills sequence. This course covers solfege, music transcription, and sight singing. Prerequsite MUT 113 Cr. 1

MUT 212 Music Theory 4
The fourth semester of the four-semester Music Theory sequence. 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. Prerequisite MUT 210. Cr. 3

MUT 213 Sight Singing and Aural Skills 4
The fourth semester of the four-semester Sight Singing and Aural Skills sequence. This course covers solfege, music transcription, and sight singing. Prerequsite MUT 211 Cr. 1

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 Alignment
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 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 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 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 568 Topics in Conducting
Critically and analytically pursue a topic of conducting either independently or in a group. Cr. 1-3.

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 571 Advanced Topics in Contemporary Music Technology
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 multi-track recording. Prerequisite: MUS 370 or MUS 570. 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 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 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 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 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 MFA 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 MFA is a two-year program, alternating intensive ten-day residencies with six-month independent writing projects supervised by the faculty mentors. The MFA 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, dramatic writing, performance, and writing for social justice.

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 $8,000 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 MFA 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 June.

The Stonecoast MFA 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 write a third-semester critical essay 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, teach a graduate presentation, and can participate in workshops. Occasionally, leaves of absence will be approved for a maximum of two semesters.

Stonecoast Course Descriptions

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

CRW 501 Residency Course I
An advanced workshop that focuses on the development of the student's writing through the use of faculty-guided workshops and topical seminars, round tables, panels, 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 four 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 four 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 four 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 four 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 four 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 four 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 four 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 four 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 MFA 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.

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: Andrea Stairs Davenport; 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:

- Accelerated Graduate Pathway to Policy, Planning and Management
- 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 Teacher Leadership
- 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)
- Council on Education for Public Health (CEPH)
- Council for Accreditation of Counseling and Related Education Programs (CACREP)
- Council for the Accreditation of Educator Preparation (CAEP)
- 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 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 the 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: a minimum of 12 earned credit hours, and MAT 101 with a grade of 'C' or better or have appropriate placement test scores (SAT Math score >= 570 or Accuplacer QAS>=263) or C- or higher in MAT 108 or MAT 140D or MAT 148D or MAT 152D or C- or higher in MAT 210 or MAT 120 or other approved stat's course. (see http://usm.maine.edu/school-of-business/stats for approved courses). 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. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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

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. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

ACC 410 Auditing and Assurance
This course examines the public accounting profession, auditing standards, and professional ethics. The course explores the process by which an auditor forms an opinion as to the "fairness of presentation" of financial statements, giving an overview of audit evidence and audit evidence accumulation methodology.

The course exposes students both to the demand for and supply of the profession's flagship service, financial statement audits and to the nature of the value-added assurance and attestation services decision-makers demand in the information age. The course illustrates with real companies, links class discussion and assignments to student skills, and encourages unstructured problem-solving. This course provides an opportunity for students to study auditing concepts and theory at an advanced level by examining a number of issues, with extensive reading from the auditing research literature, in addition to the textbook material. Prerequisites: ACC 302 (or concurrent), ACC 329, and senior standing. Fall only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

ACC 413 Concepts and Strategies of Taxation
This course provides a conceptual understanding of the federal tax system, and its impact on individuals, corporations, and partnerships. The primary emphasis is on fundamental income tax concepts and principles, with an overview of other taxes. Detailed technical coverage and return preparation are minimized. The economic, political, social, and judicial reasoning underlying tax provisions are explored. Tax issues and changes under current consideration at the national, state, local and international levels are discussed. Basic research skills and methodology are introduced. Prerequisites: ACC 110 (C- or higher) and junior standing. Fall only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

ACC 418 Principles of Fraud Examination
This course examines the subject of fraud from both management and accounting perspectives. Utilizing a variety of techniques including text, lecture, case studies, guest speakers, and occasional videos, the course seeks to familiarize students with the conditions that facilitate fraud; the profile of the fraud perpetrator; common types of fraud; and methods of prevention, detection, and resolution. Numerous historical cases of fraud are examined. Students are brought to appreciate the prevalence of fraud in current society as well as the almost innumerable ways in which it can be committed. Students entering the business world are provided a perspective for understanding. Prerequisites: ACC 110 (C- or higher) and junior standing. Limited offerings. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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

BAN 350 Data 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 while learning the foundations of data visualization. Prerequisites: BAN 300. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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. The primary focus is on the use of electronic spreadsheets as a problem-solving tool, including proper spreadsheet model design and the use of appropriate graphical representation of model results. Other computer problem-solving software is examined. Interpretation and effective communication of results, both written and oral, are practiced. Prerequisite: MAT 101 with a grade of 'C' or better or appropriate placement test scores 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 another 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
The 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 241 Applied Business Modeling

Applied business modeling course is designed to think about structuring varied business situations for quantitative analysis using excel. It will be a hands-on case method-based course wherein several business challenges, which do not specifically fall in any of the typical quantitative methods area courses, will be modeled using excel. Since the course is focused on thinking and doing, we will spend less time on learning the tool. We will use several advanced features of excel which are seldom known to excel users. It will cover a wide range of excel functions for business case analysis using scenario building, What-If, Goal Seek, Look Up functions, Database function, Excel Tables, Array formula's, Data Analysis Tool Pack, Statistical Analysis functions, Regressions etc. Prerequisite: MAT 210 (min. C-) or MAT 120 (min. C-_ or other approved stat's class. (see http://usm.maine.edu/school-of-business/stats for other approved courses) 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 the 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 300 Entrepreneurial Thinking

This course provides students an inside view of how entrepreneurial thinking can be applied in many environments including social ventures, corporations, venture capital and new ventures. Students will develop a basic knowledge of identifying opportunities, assessing required resources, planning and executing an entrepreneurial venture while developing an understanding of value propositions and risks. Prerequisites: junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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 241 (C- or higher grade, or test-out option) or 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). Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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). Fall and Spring semesters. Cr. 3, Non School of Business students please see enrollment policy for eligibility.

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. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 314 Sport Media & Communication

This course examines the strategic use of media and communication within the sports industry and provides students the opportunity for application through multimedia projects. Students will develop an understanding of the functional role of media and communication in its various forms throughout the sport industry, including but not limited to public relations, community relations, social media, and mass media. Prerequisite: BUS 260 (C- or higher) and junior standing. Spring only. Every spring. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 315 Revenue Generation in Sport
This course exposes students to a broad range of topics related to revenue generation in the sport industry, including ticket sales, sponsorship, fundraising, and public funding. Students will study current issues, and explore future directions, trends, and innovations in the field. Prerequisite: junior standing. Taught yearly. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 316 Sport Event & Facility Management

This course will investigate the functions of sport managers in the design, operation, and financing of facilities and venues as well as provide practical involvement in managing a sport event. Students will examine the issues pertaining to the management of public and private arenas, stadiums, theatres, galleries, festivals, racetracks, and multipurpose facilities. Additionally, 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. Spring only. Cr. 3. Non School of Business students please

see enrollment policy for eligibility.

BUS 318 Sport Governance & Policy

This course helps the student understand the modern administrative issues in the administration of sports-related businesses. The course will focus on many of the most demanding legal concerns of running sports businesses, with a particular focus on intercollegiate athletics and professional team sport in the U.S. Every other Fall only. Prerequisite: junior standing. Limited offerings. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 319 Sport Tourism
This course introduces students to the nature, structure, and complexity of the sport tourism industry. Topics covered include economic, socio-cultural and environmental impacts, motivations, marketing, and development principles. Limited offerings. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 321 Independent Projects in Marketing
This course is designed to give marketing students an opportunity to conduct independent research and projects with a faculty mentor. Students will meet regularly with their mentor during the semester to discuss their independent studies progress. At the end of the semester, students submit a written report and present their findings to their faculty mentor and the business client (if applicable). Prerequisites: BUS 260 (C- or higher), junior standing, and instructor permission. Cr. 1-4. Non School of Business students please see enrollment policy for eligibility.

BUS 322 Sport Consumer Behavior
This course will examine the personal, psychological, and environmental factors which influence sporting events and related product consumption. We will consider the determinants of both participate and spectator consumption behaviors at recreational, collegiate, and professional levels of sports.

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

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 or ECO 102, and junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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. Examples of activities which normally will be approved include, without limitation: (1) courses qualifying for 3 or more credits when transferred to USM in economics, law, history, political science, geography, political science culture and skills in languages other than English, (2) an independent study done outside the U.S. qualifying for 3 or more credits, (3) a USM travel course qualifying for 3 or more credits and (4) an international study tour offered by a reputable organization which in the opinion of a USM international business faculty member qualifies for 3 or more credits. BUS 336 may be used either as a course in the International Business Track or International Business Concentration or as a 300-level or higher BUS course. Prerequisite: junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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 a 300-level or higher course in a business discipline, including economics and/or law, taken at an educational institution outside the U.S. which qualifies for 3 or more credits when transferred to USM. Approval for BUS 337 may be denied if the student lacks the necessary foundational course(s) in the relevant discipline. BUS 337 may be used either as a course in the International Business Track or International Business Concentration or as a 300-level or higher BUS course. (BUS 336 is not a prerequisite for BUS 337.) Prerequisite: junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 340 Managing Organizational Behavior
A survey of the disciplines of management and organizational behavior, and of the practices managers employ in planning, organizing, leading, and controlling organizations. Topics include self-awareness, perception and decision making, individual differences and diversity, motivation, group dynamics, communication, stress, power and politics, organizational design, and change. The environmental context, workforce diversity, the global economy, and managerial ethics are core integrating themes. Prerequisite: junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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

BUS 345 Technology Management
Surveys information/systems technology for the management of corporate information as a resource. Managerial and technical dimensions of information systems are blended in a framework of information technology. Specific topics will evolve with the field but may include data communications, information systems theory, database concepts, and decision support systems. Prerequisite: Sophomore standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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

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

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 (SEO), 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. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

BUS 360 Marketing Strategy
This course prepares students to evaluate strategic marketing options, make informed marketing decisions, and formulate strategic marketing policies, based on quantitative and qualitative analysis. Basic skills emphasized in this class are situation analysis, management by profit and loss, implementing marketing strategies, brand management, positioning, and market segmentation. This is a foundation course for marketing majors. Prerequisites: BUS 260 (C- or higher) and sophomore standing. Cr. 3 Non School of Business students please see enrollment policy for eligibility.

BUS 361 International Marketing
This course addresses the critical marketing skills required for business survival in today's world economy. Students learn to apply global marketing and financial management concepts and techniques during a semester-long, simulated global market program. Students analyze and manage international product lines and adapt to cultural differences while working in a computer simulated global marketplace. Prerequisites: BUS 260 (C- or higher) and junior standing. Fall only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 362 Market Opportunity Analysis
In this course, student teams work with a local business to develop a market opportunity. Areas of analysis include target-market identification, industry trends, demand analysis, capacity and fit issues, competitive analysis, and forecasting. Prerequisites: BUS 260 (C- or higher) and junior standing. Students are encouraged to take BUS 365 and BUS 369 before BUS 362. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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

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

BUS 366 Sales Management

This course will introduce students to sales management and the role, necessary skills, and the objectives of successful sales management. Students will also explore team characteristics through the understanding of the influence of team personalities, communicating to different personalities, motivating different personalities, and the development life cycle of team development. Setting goals and objectives will also be addressed with various experiential activities such as setting daily/weekly/monthly targets and objectives. Coaching and feedback will be addressed by understanding how coaching helps maintain and improve performance. Finally, how to deal with underperforming sales team members, proactively identifying potential drops in performance, effective under performance discussions, setting targets for improvement, and using personal improvement plans. Pre-requisite: BUS 260 (C- or higher) and junior standing. Typically Spring semester. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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

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

BUS 372 Supply Chain Management

The course examines the integration of business processes from end users to original suppliers. This involves identifying, selecting, and evaluating suppliers to enhance the quality and timely delivery of supplies needed within an organization. Other topics include understanding the nature of demand for goods and services within business markets and the process of building relationships with suppliers. The prerequisite is completing BUS 301 (min.C) and junior standing. Once a year. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 373 Project Management

This course addresses the managerial concepts and technical tools required for evaluating, planning, managing, and controlling projects. The topics include but not limited to strategic issues, project selection, risk analysis, work, breakdown structures, PERT/ CPM, resource management, conflict issues, and managing people. Prerequisite: BUS 241 (min C-) or BUS 195 (min C) or test out option; MAT 108 (min C-); MAT 210 (min C-) or MAT 120 (min C-) or other approved statistics course; and junior standing. See http://usm.maine.edu/school-of-business/stats for other approved stat's courses. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 374 Purchasing and Procurement

This course develops on the idea of managing supply chains with a focus on the purchasing process. It covers the managerial concepts, frameworks, and tools associated with purchasing. The topics include the purchasing process, strategic sourcing, supplier evaluation and selection, quality management, worldwide sourcing, and negotiation and conflict management. Prerequisites: BUS 241 (grade C- or higher) or BUS 195 (grade C or higher) or test out option and junior standing. Once a year. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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 241 (C or higher) or BUS 195 (C or higher) or test-out option, BUS 370 (C or higher) or BUS 301 (C or higher), and junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

BUS 378 Sport Management Practicum
This course provides students with the opportunity to apply learned sport management skills, theories, and ideas in a sport industry setting. The course will allow a student to bridge the gap between classroom learning and practical application. This course is optional. The practicum will be a minimum of 200 hours and may be completed full or part-time. This course is open to students in the Sport Management General Track Major only who have not completed degree requirements. Prerequisites: BUS 311, junior standing and permission of a School of Business advisor and instructor. May not be taken pass/fail. Cr. 3, Non School of Business students please see enrollment policy for eligibility.

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

BUS 382 International Business Law
An examination of legal issues affecting international business transactions. Topics include contracts, sale of goods, letters of credit, regulation of imports and exports, business competition law, protection of intellectual property rights, and ethical issues. Prerequisites: BUS 280 (C- or higher) or equivalent, and junior standing. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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: BUS 260 (C- or higher) and junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

BUS 387 Design Thinking

This course introduces students to process of design thinking. Students will use design tools and activities to stimulate thinking and analysis of business challenges. Through experiential activities, creative thought and problem solving, experimentation, and iteration, prototyping, storytelling, scenario and situational analysis, and networking, students learn to use the power of design thinking to solve "wicked" challenges. Students will apply what they learn to create, develop, and assess an innovative, entrepreneurial idea. Prerequisite: Junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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 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 Professional Selling Practicum

An introduction to professional sales in a real-world setting, including servicing existing accounts, obtaining orders, establishing new accounts, and submitting activity reports such as daily daily call reports, weekly work plans, and monthly and annual territory analyses. Students learn to plan and organize their daily work schedule while simultaneously adjusting the content of their sales presentations by customer type, order type, existing and potential sales volume. Other topics include customer service, product knowledge, territory management, and prospecting,

presenting, and closing skills. Pre-requisite: BUS 260 (C- or higher), junior standing. Limited offerings. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

BUS 399 Special Topics in Business
Prerequisites vary. Limited offerings. Cr 1-3.

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.

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 385 (C or higher) and senior standing. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

FIN 321 Personal Financial Planning
This course begins to prepare students for a career as a professional financial planner by providing fundamental concepts and principles of personal financial planning, applied with a quantifiable approach to achieving client objectives. Topics include general principles of financial planning, the changing nature of the financial services environment, code of ethics and professional responsibility, credit and debt management, budgeting, personal taxes, employee benefit planning, goal attainment, investment planning, risk management through the purchase of insurance, retirement planning, and estate planning. The course will include casework and current financial planning problem scenarios. Prerequisites: FIN 320 (C or higher) and junior standing. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

FIN 326 Financial Modeling
Introduces principles and techniques for building and implementing financial models. Topics are drawn from a variety of areas: financial planning, investments, derivatives, and corporate finance. The course emphasizes the application of financial modeling techniques in identifying and implementing business solutions. The course will be of special interest to students seeking hands-on experience constructing financial models. Prerequisites: FIN 320 (C or higher) and junior standing. Fall only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

FIN 327 Investment Management
Introduction to the securities markets, investment media, and strategies for managing individual and institutional investment portfolios. Special attention is directed to the risk and rate-of-return aspects of corporate stocks and bonds, government bonds, options, futures, and mutual funds.

Prerequisites: FIN 320 (C or higher) and junior standing. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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

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

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

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. Spring only. Cr. 3. Non School of Business students please see enrollment policy for eligibility.

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. Fall only. Cr. 3Non School of Business students please see enrollment policy for eligibility.

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 financial 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: Andrea Stairs Davenport; Director of Educator Preparation: Andrew Hudacs; Director of Academic Administration: Kimberly Warren; Director of Center for Education Policy, Applied Research, and Evaluation: Amy Johnson; Department of Counseling Chair: Adele Baruch; Department of Educational and School Psychology Chair: Jamie Pratt; Department of Literacy, Language and Culture Chair: Alexander Lapidus; Department of Teacher Education 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: Correa, Yasui; Lecturer: Katopis
Educational Leadership: Professor: Beaudry, Associate Professor: Stewart-McCafferty; Assistant Professors: Atkinson Duina, Hawes
Educational Psychology and School Psychology: Professor: Steege; Assistant Professors: Pratt, Wickerd
Literacy, Language and Culture: Professor: Stairs-Davenport; Associate Professor: Lapidus; Assistant Professor: Butler
Special Education: Professor: Kimball; Assistant Professor: Brown; 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 at the undergraduate, graduate, and doctoral level: 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.

State Approval and National Accreditation

Our undergraduate and graduate educator preparation programs are state approved and nationally accredited by the Council for Accreditation of Educator Preparation (CAEP). Our Counselor Education program is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Tk20 Online Data Management System for Educator Preparation Programs and Pathways

Tk20 by Watermark is the comprehensive web-based, assessment management and reporting system used by all students in Educator Preparation programs at USM. All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship/student teaching year are required to subscribe to Tk20. Students use Tk20 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 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 Maine Department of Education for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to her/his 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
- Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development
- Mental Health Rehabilitation Technician/Community Certificate

Educational Leadership

- Master of Science in Education in Educational Leadership
- Master of Science in Education in Teacher Leadership
    - Curriculum, Instruction, and Assessment
    - Self-Design
- Post-Master's Certificate of Advanced Study in Educational Leadership
- Certificate of Graduate Study in Assistant Principal
- Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy (a joint degree with the Muskie School of Public Service)

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
- 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:
    - Effective Instruction and Assessment for Students with Suspected and Identified Disabilities
- In-Service (for already certified teachers)
- Integrated General Education and Special Education
- Pre-Service (for initial teacher certification in 282)

- Certificate of Graduate Study in Gifted and Talented

Teaching and Learning

- Master of Science in Education in Teaching and Learning (ETEP)
- Certificate of Graduate Study in Teaching and Assessment Practices to Meet Learning Expectations

Teaching English to Speakers of Other Languages (TESOL)

- Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL)
- Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL)
    - Initial K-12 ESL Certification
- Post-Master's Certificate of Advanced Study in English as a Second Language
- Certificate of Graduate Study in English as a Second Language

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

Any 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.

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. Available positions are

posted on the Office of Graduate Studies website.

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 on the USM Scholarship website.

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 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/undergraduate-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, career, 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

The Center for Education Policy, Applied Research, and Evaluation (CEPARE) is the USM home of 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 state education policy for the Maine Legislature. MEPRI provides independent, non-partisan research to inform education policy and practice, and to identify and evaluate education strategies that improve outcomes for Maine students. In addition to MEPRI projects, CEPARE assists school districts, agencies, organizations, and University faculty by providing program evaluation, data analysis, and other technical assistance. 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

Director: Andrew Hudacs

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;
- Managing 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, or visit http://www.usm.maine.edu/educator-preparation

English for Speakers of Other Languages (ESOL)

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

Director: Andrew Hudacs

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. This portfolio requirement is embedded in the capstone course.

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 540 Mindfulness in Adult Learning
HRD 550 Uses of Technology in Adult Learning
HRD 601 Marketing Training and Adult Education
HRD 630 Facilitating Adult Learning
HRD 633 Leadership in Adult and Higher Education
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 Capstone Seminar in Adult and Higher Education

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 510 Aging and the Search for Meaning
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

Recommended Course Sequence

- The course sequences below are recommended but not mandatory.
- “Core” courses are designed to be taken early. “Middle Core” and “Elective” courses may be interspersed throughout the curriculum. The field course (HRD 687 or HRD 698) and capstone seminar (HRD 649) should be taken toward the end of the curriculum.
- The fastest people move through this M.S. program is two years. The typical pace is three years. And due to their life circumstances some students prefer to take four years.
- All courses in this M.S. program are offered online.

Two-Year Track

Year 1 (Fall)

- History and Philosophy of Adult Education (HRD 600 = Core)
- The Adult Learner (HRD 631 = Core)

Year 1 (Spring)

- Introduction to Educational Research (EDU 600 = Core)
- One middle core course (there are six to choose from)

Year 1 (Summer)

- One middle core course
- One elective (there are several each summer to choose from)

Year 2 (Fall)

- One middle core course
- One elective (there are several to choose from)

Year 2 (Spring)

- Field course (either Internship or Directed study)
- Capstone Seminar in Adult and Higher Education (HRD 649 = Capstone)

Year 2 (Summer)

- Two electives

Three Year Track

Note: The sequence below has the student taking one course in the fall, two in the spring, and one in the summer. This schedule can be changed in various ways to equate to four courses per year over a total of three years.

Year 1 (Fall)

- History and Philosophy of Adult Ed. (HRD 600)

Year 1 (Spring)

- The Adult Learner (HRD 631)
- Introduction to Educational Research (EDU 600)

Year 1 (Summer)

- One middle core or elective course

Year 2 (Fall)

- One middle core or elective course

Year 2 (Spring)

- One middle core course
- One elective course

Year 2 (Summer)

- One middle core or elective course

Year 3 (Fall)

- Field course (either internship or directed study)

Year 3 (Spring)

- Capstone Seminar in Adult and Higher Education (HRD 649)
- One elective

Year 3 (Summer)

- Final elective

Four Year Track

Note: The sequence below has the student taking three courses per year over four years.

Year 1 (Fall)

- History and Philosophy of Adult Ed. (HRD 600)

Year 1 (Spring)

- The Adult Learner (HRD 631)

Year 1 (Summer)

- Introduction to Educational Research (EDU 600)

Year 2 (Fall)

- One middle core or elective course

Year 2 (Spring)

- One middle core or elective course

Year 2 (Summer)

- One middle core or elective course

Year 3 (Fall)

- One middle core or elective course

Year 3 (Spring)

- One middle core or elective course

Year 3 (Summer)

- One middle core or elective course

Year 4 (Fall)

- Field course (either internship or directed study)

Year 4 (Spring)

- Capstone Seminar in Adult and Higher Education (HRD 649)

Year 4 (Summer)

- Final course (either middle core or elective)

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

HRD 600 and HRD 631 will be waived for students who have a master's degree in adult education or who have taken these courses previously. These students will take six credits of advisor-approved coursework instead.

HRD 685 CAS in Adult Learning Completion Project (3 credits)

There are four options available for the CAS in Adult Learning Completion Project:

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

Electives (21 credits)

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. Cr 3.

HRD 510 Aging and the Search for Meaning
This course explores psychosocial and spiritual aspects of successful human aging. Multidisciplinary perspectives on aging will be examined including historical, psychological, sociological, cultural and religious. Learners will discuss key issues related to aging and the search for meaning through the lens of various genres (e.g., research, theory, fiction) as well as their own personal experiences. Cr 3.

HRD 540 Mindfulness in Adult Learning
This course examines the role of mindfulness practices and first-person inquiry in adult learning. Participants will examine the meaning of mindfulness from multiple perspectives, participate in mindfulness practices, and learn how to use mindfulness techniques in personal and professional lives. Participants will explore effective practices to create inclusive learning spaces. This course fulfills a skills-based middle core requirement in the Adult & Higher Education program. Cr 3.

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. Cr 3.

HRD 551 Spirituality in Adult and Higher Education
This course examines the role of spirituality in adult and higher education. Historical and contemporary perspectives on ways in which spiritual issues influence the lives of educators and learners are explored. Questions this course investigates include: What is spirituality? How are core practices in adult and higher education such as learning, facilitating, advising, training, and managing affected by spiritual principles? In what ways has spirituality influenced social change in adult education? How does understanding and practicing spiritual virtues influence the personal and professional lives of educators and learners? Cr 3.

HRD 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 introduction to student affairs in higher education institutions. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S. Students will review and critique theories, models and orientations within student development, including the college student, and higher education institution culture and environment. In addition students will explore and analyze current issues in student development. The intent is to provide students with the foundation and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to careers in 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. HRD 600 is a required core course in the Adult and Higher Education program. 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 theory and practice of facilitating adult learning. Learners will examine effective facilitation skills for adult learners, develop and facilitate a content-focused lesson and a group discussion, provide constructive feedback to peers, and self-evaluate skills and goals as a facilitator. HRD 630 fulfills a skills-based middle core requirement in the Adult & Higher Education program. 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 Leadership in Adult and Higher Education
This course examines leadership skills necessary for the development and management of adult education centers, continuing education offices, professional development departments, and higher education programs to support adult learning. Particular attention is given to organizational culture, leadership styles and perspectives, development of vision and mission statements, personnel issues, team development, communication, conflict resolution, and identifying one's leadership philosophy. HRD 633 fulfills a skills-based middle core requirement in the Adult & Higher Education program. 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 Capstone Seminar in Adult and Higher Education
This seminar is taken at the end of the M.S. in Adult and Higher Education program and addresses questions and issues of importance to the members of the course. Students review their program portfolio and select a key topic on which they have worked in the past in order to further develop this topic, facilitate a seminar module for their classmates, and write a publishable paper. At the end of the seminar students will review and evaluate their overall experience in the master's program. 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. There are four options for projects: (1) field-based study (2) public policy initiative (3) publishable theory paper and (4) design of a curriculum for adult learners. Students in HRD 685 will participate in a support seminar with master's students who are doing internships and/or independent projects. 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 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 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.

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) online graduate certificate program meeting the E-tuition rate 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. For example, the Clinical Rehabilitation Counseling track has a hybrid, blended option which is 90% online and qualifies for the E-tuition rate.

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 requirement of meeting competency by a passing score on the CPCE must be met before a student can continue into the internship. The CPCE is offered through the USM Assessment Center and can be administered at any of the UMS campuses. Students seeking to get the exam at a distance or on a more convenient schedule have the online test option through Pearson Vue.

The counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health, rehabilitation, and school counseling concentrations. Clinical Rehabilitation Counseling holds accreditation by CACREP meeting both mental health counseling and rehabilitation counseling standards

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)
- Certified Alcohol & Drug Abuse Counseling (CADC)
- Licensed Alcohol & Drug Counselor (LADC)
- Certified School Counselor
- National Certified Counselor (NCC)
- Certified Rehabilitation Counselor (CRC)
- Mental Health Rehabilitation Technician- Community Certification (MHRT-C)
- Employment Specialist

Students must work with their advisor to ensure eligibility when seeking additional credentials

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) graduate certificate program is offered online which qualifies for the e-tuition rate. This certificate may be taken independently of the master's degree and is integrated within the Rehabilitation Counseling concentration which has been approved for meeting the newest MHRT-C competencies. 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).

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, spirituality, substance-use, 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. Students in this concentration must complete 1/4 (25%) of their courses in a face-to-face format to enhance their experiential, interpersonal as well as counseling skill development during their academic and field placement experiences.

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.

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 643 Psychopharmacology, Substance-Related Disorders and Integrated Co-Occurring Treatment
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)

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). Upon admission into the MSC in the Rehabilitation concentration the 5 MHRT-C courses can transferred with a B grade in each. The certificate of advanced study in counseling is a post-master's program for current counselors who are interested in pursuing advanced coursework which could qualify for the LCPC as well as CADC and CRC..

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).

All counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The new CLRC meets both clinical mental health and rehabilitation counseling standards and is dually accredited by both CORE (Council on Rehabilitation Education) & CACREP until 2023.

Program Requirements

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 (3) 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 essential 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 Council for the Accreditation of Counseling and Related Education Programs (CACREP).

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; or
HCE 697 Psychoeducational Group Work Practicum
HCE 668 Human Development
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory

Required Concentration Courses (27 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 a dual counseling speciality 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 27 credits)

In addition to the above required core (27 credits) and concentration (27 credits) courses in rehabilitation counseling, students are required to take an additional 9 credit hours:

HCE 640 Professional Issues in Mental Health Counseling
HCE 643 Psychopharmacology, 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

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).

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 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 Counseling 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)

Elective (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. This can be taken in place of the elective.

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 Use:

HCE 642 Perspectives in Chemical Dependency
HCE 643: Psychopharmacology, 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.

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

Certificate of Graduate Study in Mental Health Rehabilitation Technician/Community (MHRT/C)

Description

The MHRT/community certificate program is offered within the Rehabilitation Counseling concentration 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. This certificate meets all new competencies for the MHRT-C that were implemented in 2019.

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

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 Counseling Programs and Services
This course is intended for those preparing to be school counselors. It is designed to consider the conceptual framework for comprehensive developmental school 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. Prerequisite: Open to matriculated graduate students in the counselor education program or by special 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 15-20 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 697 Psychoeducational Group Work Practicum
This course focuses on the development of concepts, attitudes, and skills necessary to lead psychoeducational groups effectively in a variety of settings. Integration of group dynamics with psychoeducational group theory and group techniques is emphasized. Additionally, behaviors of leader and participants are 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 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

Program Faculty

Professor: Beaudry

Associate Professor: Stewart McCafferty

Assistant Professor: Atkinson Duina

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 Teacher Leadership program. See the Master of Science in Education in Teacher Leadership section for program information.

There are two pathways for the Educational Leadership program:

1. An **on campus program** that allows for different certifications in principalship, curriculum coordinator, or special education director;
2. An **accelerated online program** that has a focus on K-12 school principalship

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:

Tk20 by Watermark is the comprehensive web-based, assessment management and reporting system used by all students in Educator Preparation programs at USM. All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship/student teaching year are required to subscribe to Tk20. Students use Tk20 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 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 Maine Department of Education for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to her/his 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, 9 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, 9 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, 9 credits)

MSEd in Teacher Leadership

Description

The Master of Science in Education in Teacher Leadership is a 30-credit hour Master's degree program designed to cultivate and strengthen teacher leadership by increasing knowledge, deepening practices, and developing leadership skills 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.

There are two pathways for the Teacher Leadership program:

1. An **on campus program** that has a self-design concentration;
2. An **accelerated online program** that has a focus on curriculum, instruction, and assessment.

Program Requirements

Pathway 1 (on campus):

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 Content Areas through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (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 Teacher Leadership Capstone (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.

Pathway 2 (accelerated online): Concentration in Curriculum, Instruction, and Assessment

Design Elements:

- 6 start times (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2)
- 7 week accelerated courses with one week in between sessions

Total Required Credits: 30

- EDU 600 Research Methods and Techniques
- EDU 603 Analysis of Teaching and Assessment
- EDU 604 Curriculum Development
- EDU 605 Testing and Assessment
- EDU 667 Teacher Leadership Capstone
- EDU 670 Introduction to Educational Leadership
- EDU 671 Organizational Behavior
- EDU 679 Supervision and Evaluation of Teachers
- EDU 680 Professional Learning in Schools
- EDU 695 Special Topics: Coaching and Mentoring Teachers

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 Internship in Special Education Administration
EDU 687 Internship in Superintendency
EDU 688 Internship in Curriculum Administration
2. Or EDU 665 CAS Directed Study

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.

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 educational leaders in testing and assessment. Participants will examine concepts such as curriculum alignment, opportunity to learn, equity, fairness, and effectiveness and relate these concepts to classroom assessments, as well as to district, statewide, national, and international standardized assessments. Students 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 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 Teacher Leadership Capstone
This course is designed for students who are completing the Teacher Leadership Program. It provides students with the opportunity to: (1) complete a capstone inquiry project in an area related to teaching and learning and that is of particular concern or interest, (2) to develop a final product that describes the topic of inquiry, methods, and findings or insights, and (3) to make public the process of inquiry and its results. The final product will take the form of an action research project. The course takes the form of a professional community where students and the instructor engage in collegial interaction, peer learning, and reciprocal feedback. Prerequisites: Completion of at least 24 of 30 credits towards the MS. Ed in Teacher Leadership. 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 680: Professional Learning in Schools
This course is designed for students in educational administration and teacher leadership. It examines the theory and practice of promoting professional learning in schools. Building on current research on adult development, professional learning communities, organizational capacity-building, and school improvement, students develop an understanding about professional learning and development, including purposes, models, theories, strategies, designs, and assessments. Students design and implement a final project, which demonstrates course learning in a school setting. 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 695 Special Topics in Teacher Leadership: Coaching and Mentoring Teachers
This course is designed for students in the Teacher Leadership Program. It will serve students who enroll in a cohort concentration through the Teacher Leadership Program, providing them with the opportunity to become familiar with a topic of common interest or concern that lays the

foundation for future study. Special topics may include such topics as coaching and mentoring teachers, STEAM education, English education, etc. The course takes the form of a professional learning community where students and the instructor engage in collegial interaction, peer learning, and reciprocal feedback. Cr 3.

EDU 699 Independent Study

This course provides an opportunity for students to pursue a topic of interest on an independent basis. The specific content and evaluation procedures are arranged with an instructor. Prerequisite: Permission of supervising instructor and the department chair. Cr var.

Educational Psychology Overview

Program Faculty

Professors: Mark Steege, PhD, NCSP, BCBA-D
Assistant Professors: Jamie Pratt, PsyD, BCBA-D; Garry Wickerd, PhD, NCSP, BCBA
Part-Time Lecturers: Erin Beardsley, PsyD, NCSP, BCBA-D; Melissa Bubier, MS, BCBA; Derek Guptill, PsyD, BCBA; Gretchen Jefferson, PhD, NCSP, BCBA-D; Lianne Lussier, MEd, BCBA; Clelia Sigaud, PsyD, BCBA; William Roy, PsyD, BCBA-D; Danielle Williams, PsyD, BCBA

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 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 Educational and School Psychology Department offers two programs in applied behavior analysis:

1. Certificate in Applied Behavior Analysis (24 credits)
2. Master of Science in Educational Psychology: Concentration in Applied Behavior Analysis (36 credits)

Both programs of study are offered fully online (synchronous delivery) or on campus (face-to-face). Students have the flexibility to attend scheduled class sessions on the USM campus or using Zoom videoconferencing.

Both programs of study also include a course sequence verified by the Association for Behavior Analysis International (ABAI) to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA®) examination under the Fourth Edition and Fifth Edition Task Lists. To qualify for BCBA certification, individuals must possess an acceptable graduate degree, complete acceptable behavior analytic coursework and supervised fieldwork, and pass the BCBA 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.
- The Master of Science in Educational Psychology program includes the behavior analytic coursework required for BCBA certification and leads to a graduate degree in educational psychology.
- *Completion of the BCBA examination and supervised fieldwork must be arranged by students independent of the University or Educational Psychology program. Supervised fieldwork may occur concurrent with or upon completion of the coursework.*

Additional information about the Behavior Analyst Certification Board (BACB®) standards and certification requirements may be obtained here: http://www.bacb.com

Many states also have passed legislation to regulate licensure and practice in behavior analysis. Additional information about state laws and regulations may be obtained here: https://www.bacb.com/u-s-licensure-of-behavior-analysts/

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 prepares students for careers as Board Certified Behavior Analysts (BCBAs®) in school and behavioral health settings. BCBAs provide systematic, evidence-based services to promote socially significant skill acquisition and address behaviors that interfere with successful functioning. BCBAs typically conduct behavioral assessments; design, implement, and evaluate the effectiveness of interventions; and provide behavior analytic training, consultation, and supervision.

The MS in Educational Psychology program of study includes twelve courses (36 graduate credits). Eight of these courses have been verified by the Association for Behavior Analysis International (ABAI) to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) examination. Four additional courses provide students with background knowledge about educational research, special education procedures, and the needs of school-aged children with exceptionalities. The program is offered in a fully online (blend of synchronous and asynchronous courses) or hybrid (blend of on-campus and online courses) format. Students in both online and on-campus programs benefit from regular opportunities to interact directly with program faculty and participate in real-time learning activities with their peers.

The Behavior Analyst Certification Board (BACB®) credentials professionals as Board Certified Behavior Analysts (BCBAs®). To qualify for BCBA certification (Behavior-Analytic Coursework Pathway), individuals must obtain an acceptable graduate degree, complete acceptable behavior-analytic coursework, complete an acceptable supervised fieldwork experience, and pass the BCBA examination. The MS in Educational Psychology program leads to an acceptable graduate degree that incorporates behavior-analytic coursework verified by the Association for Behavior Analysis International (ABAI) to meet training standards established by the Fourth Edition Task List (2012) and Fifth Edition Task List (2017). Completion of supervised fieldwork experiences and the BCBA examination must be arranged by students independent of the program. Supervised experiences may occur concurrent with or upon completion of the coursework. Additional information about BCBA certification requirements may be obtained here: http://www.bacb.com

Program Requirements

The Master of Science degree in Educational Psychology with a Concentration in Applied Behavior Analysis 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 Applied Behavior Analysis
- SPY 671 Physical Bases of Behavior
- SPY 674 Psychopathology

*Students without prior experience or coursework in special education or disability services may be required to complete SED 335 or SED 540 prior to enrollment in SED 682.

Recommended Course Sequence

The following course sequences are recommended for students pursuing full-time study. Part-time options are also available.

Fall 2020 Matriculation

Fall 2020

- SPY 601 Behavioral Principles of Learning
- EDU 600 Research Methods & Techniques

Spring 2021

- SPY 605 Principles and Procedures for Instructional Intervention
- SPY 608 Professional Ethics in Behavior Analysis

Summer 2021

- SPY 606 Principles and Procedures for Behavior Intervention
- SED 682 Special Education Regulations, Procedures, and the IEP Team

Fall 2021

- SPY 602 Single Case Research Methods
- SPY 674 Psychopathology

Spring 2022

- SPY 604 Functional Behavioral Assessment
- SPY 640 Supervision and Performance Management in Applied Behavior Analysis

Summer 2022

- SPY 607 Consultation and Collaborative Problem-Solving
- SPY 671 Physical Bases of Behavior

Spring 2021 Matriculation

Spring 2021

- SPY 601 Behavioral Principles of Learning
- SPY 608 Professional Ethics in Behavior Analysis

Summer 2021

- SPY 602 Single Case Research Methods
- SED 682 Special Education Regulations, Procedures, and the IEP Team

Fall 2021

- SPY 604 Functional Behavioral Assessment
- EDU 600 Research Methods and Techniques

Spring 2022

- SPY 605 Principles and Procedures for Instructional Intervention
- SPY 606 Principles and Procedures for Behavior Intervention

Summer 2022

- SPY 640 Supervision and Performance Management in Applied Behavior Analysis
- SPY 671 Physical Bases of Behavior

Fall 2022

- SPY 607 Consultation and Collaborative Problem-Solving
- SPY 674 Psychopathology

Summer 2021 Matriculation

Summer 2021

- SPY 601 Behavioral Principles of Learning
- EDU 600 Research Methods & Techniques

Fall 2021

- SPY 602 Single Case Research Methods
- SPY 605 Principles and Procedures for Instructional Intervention

Spring 2022

- SPY 604 Functional Behavioral Assessment
- SPY 608 Professional Ethics in Behavior Analysis

Summer 2022

- SPY 606 Principles and Procedures for Behavior Intervention
- SED 682 Special Education Regulations, Procedures, and the IEP Team

Fall 2022

- SPY 674 Psychopathology
- SPY 607 Consultation and Collaborative Problem-Solving

Spring 2023

- SPY 640 Supervision and Performance Management in Applied Behavior Analysis
- SPY 671 Physical Bases of Behavior

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). 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 with a Concentration in School Psychology is awarded upon completion of the following 84 graduate credits. Unless indicated, all course are three 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 668 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 Multitiered 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 688 Internship in School Psychology, 9 crs

Recommended Course Sequence

The following course sequence is recommended for students pursuing full-time study. Part-time options are also available.

Fall 2020

- SPY 609 Professional Ethics in Psychology
- SPY 674 Psychopathology
- EDU 600 Research Methods and Techniques

Spring 2021

- SPY 601 Behavioral Principles of Learning
- SPY 620 Multitiered Systems of Academic Support for General and Special Education
- HCE 605 Psychological Measurement and Evaluation
- SPY 693 (1 credit) School Psychology Practicum I

Summer 2021

- SED 540 Learners Who are Exceptional in General Education
- SPY 675 Indirect Behavioral Assessment

Fall 2021

- SPY 602 Single Case Research Methods
- SPY 670 Cognitive-Affective Bases of Behavior
- SPY 672 Assessments and Interventions to Develop Academic Skills
- SPY 693 (1 credit) School Psychology Practicum I

Spring 2022

- SPY 671 Physical Bases of Behavior
- SPY 677 Cognitive Assessment
- HCE 620 Fundamentals of Counseling Theories
- SPY 693 (1 credit) School Psychology Practicum I

Summer 2022

- HCE 621 Fundamentals of Counseling Skills
- SED 682 Special Education Regulations, Procedures, and the IEP Team

Fall 2022

- SPY 604 Functional Behavioral Assessment
- SPY 673 Social Foundations of Behavior
- HCE 668 Human Development
- SPY 694 (1 credit) School Psychology Practicum II

Spring 2023

- SPY 606 Principles and Procedures for Behavior Intervention
- SPY 679 Diversity in the Science and Practice of Psychology
- SPY 694 (2 credits) School Psychology Practicum II

Summer 2023

- SPY 607 Consultation and Collaborative Problem-Solving
- SPY 610 Systems-Level Services to Promote Social, Emotional, and Behavioral Health

Fall 2023

- SPY 688 (3 credits) Internship in School Psychology

Spring 2024

- SPY 688 (3 credits) Internship in School Psychology

Summer 2024

- SPY 688 (3 credits) Internship in School Psychology

Certificate in Applied Behavior Analysis

Description

The post-master's Certificate in Applied Behavior Analysis prepares students for careers as Board Certified Behavior Analysts (BCBAs) in school and behavioral health settings. BCBAs provide systematic, evidence-based services to promote socially significant skill acquisition and address behaviors that interfere with successful functioning. BCBAs typically conduct behavioral assessments; design, implement, and evaluate the effectiveness of interventions; and provide behavior analytic training, consultation, and supervision.

The Certificate in Applied Behavior Analysis program of study includes eight courses (24 graduate credits). These courses have been verified by the Association for Behavior Analysis International (ABAI) to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA®) examination. The program is offered in a fully online (synchronous Zoom meetings) or on-campus format. Students in both online and on-campus programs benefit from regular opportunities to interact directly with program faculty and participate in real-time learning activities with their peers.

The Behavior Analyst Certification Board (BACB®) credentials professionals as Board Certified Behavior Analysts (BCBAs®). To qualify for BCBA certification (Behavior-Analytic Coursework Pathway), individuals must possess an acceptable graduate degree, complete acceptable behavior-analytic coursework, complete an acceptable supervised fieldwork experience, and pass the BCBA examination. The Certificate in Applied Behavior Analysis program is designed for students with earned graduate degrees and offers behavior-analytic coursework verified by the Association for Behavior Analysis International (ABAI) to meet training standards established by the Fourth Edition Task List (2012) and Fifth Edition Task List (2017). Completion of supervised fieldwork experiences and the BCBA examination must be arranged by students independent of the program. Supervised experiences may occur concurrent with or upon completion of the coursework.

Additional information about BCBA certification requirements may be obtained here: **http://www.bacb.com.**

Additional information about state legislation regulating the licensure and practice of behavior analysts may be obtained here: https://www.bacb.com/u-s-licensure-of-behavior-analysts/

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 Applied Behavior Analysis

Recommended Course Sequence

The following course sequences are recommended for students pursuing full-time study. Part-time options are also available.

Fall 2020 Matriculation

Fall 2020

- SPY 601 Behavioral Principles of Learning
- SPY 602 Single Case Research Methods

Spring 2021

- SPY 604 Functional Behavioral Assessment
- SPY 608 Professional Ethics in Behavior Analysis

Summer 2021

- SPY 606 Principles and Procedures for Behavior Intervention
- SPY 640 Supervision and Performance Management in Applied Behavior Analysis

Fall 2021

- SPY 605 Principles and Procedures for Instructional Intervention
- SPY 607 Consultation and Collaborative Problem-Solving

Spring 2021 Matriculation

Spring 2021

- SPY 601 Behavioral Principles of Learning
- SPY 608 Professional Ethics in Behavior Analysis

Summer 2021

- SPY 602 Single Case Research Methods
- SPY 606 Principles and Procedures for Behavior Intervention

Fall 2021

- SPY 604 Functional Behavioral Assessment
- SPY 605 Principles and Procedures for Instructional Intervention

Spring 2022

- SPY 607 Consultation and Collaborative Problem-Solving
- SPY 640 Supervision and Performance Management in Applied Behavior Analysis

Summer 2021 Matriculation

Summer 2021

- SPY 601 Behavioral Principles of Learning
- SPY 608 Professional Ethics in Behavior Analysis

Fall 2021

- SPY 602 Single Case Research Methods
- SPY 605 Principles and Procedures for Instructional Intervention

Spring 2022

- SPY 604 Functional Behavioral Assessment
- SPY 606 Principles and Procedures for Behavior Intervention

Summer 2022

- SPY 607 Consultation and Collaborative Problem-Solving
- SPY 640 Supervision and Performance Management in Applied Behavior Analysis

Educational Psychology Course Descriptions

The following are courses typically offered by the Educational and School Psychology Department. 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.

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. Topics include respondent behavior and conditioning, operant behavior and conditioning, stimulus control, motivating operations, schedule influences on behavior, 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 examines the philosophical underpinnings of behavior analysis and behavior analytic procedures for promoting socially meaningful behavior change in applied settings. Emphasis will be placed on the application of behavior analytic principles and procedures to (a) decrease behaviors that interfere with functioning and (b) strengthen adaptive replacement behaviors. The dynamic interactions between academic, social-emotional, behavioral, and diversity influences on human functioning will be considered. The course includes a blend of assigned readings, lectures, discussions, clinical case examples, and applied learning experiences to develop student competencies. 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. This course includes lecture, practica experiences, small group discussion, and large group discussion learning experiences. The course is designed to meet the ethics training standards established by the BACB. Prerequisites: None. 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 640 Supervision and Performance Management in Applied Behavior Analysis
This seminar provides training in behavior-analytic approaches to personnel supervision and management. Primary course topics include (a) ethical, competency-based models of supervision, (b) evidence-based staff training procedures, including behavioral skills training; and (c) performance management practices. Students will gain an understanding of the purpose of supervision, learn strategies to deliver effective supervision to trainees and personnel responsible for delivering behavior-analytic services, and gain skills in applying behavior-analytic assessment and intervention procedures to improve personnel performance. Students also will conduct a self-assessment of professional competencies in applied behavior analysis in order to design individualized professional development plans. Class sessions will include a blend of lecture, discussion, role plays, and case-based application activities. 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 (Concentration in Applied Behavior Analysis) program; or program permission. 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 explores current conceptualizations of psychopathology by examining clinical, empirical, and theoretical information related to psychological disorders across the lifespan. The course reviews diagnostic classification systems; the symptomology, etiology, and treatment of common disorders; and major issues in the field of psychopathology. Emphasis will be placed on (a) the biological, developmental, social, and cultural influences on behavior and mental health and (b) the extent to which psychological disorders impact social, emotional, behavioral, and academic/occupational functioning. Prerequisites: Matriculation in Educational or School Psychology programs, 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 688: Specialist-Level Internship in School Psychology
The specialist-level internship is the culminating training experience within the MS in Educational Psychology (School Psychology Concentration) program. The internship requires completion of 1500 hours of practice in a school setting under the supervision of a credentialed school psychologist. Students may complete the internship on a full-time basis for one academic year or on a part-time basis for two academic years. The internship provides broad training in assessment, intervention, consultation, and applied research to prepare students for entry-level professional practice. Prerequisites: Matriculation in the MS in Educational Psychology (School Psychology Concentration) program; successful

completion of all required courses and practica within the degree program; and program permission. Cr 9 total (1-3 per semester).

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 a 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

Program Faculty

Professor: Jean Whitney

Associate Professor: Robert Kuech, Flynn Ross (chair)

Assistant Professors: Adam Schmitt

Lecturers: Sara Needleman

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 teach, 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. ETEP is 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. Faculty 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) (42 credits)

EDU 505 Teaching Mathematics K-8
EDU 522 Foundations of Language and Literacy Development
EDU 551 Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 552 Elementary Science for All Students Including Those of Diverse Abilities and Backgrounds
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 I
EDU 547 Planning and Assessment II
SED 520 Multi-tiered Systems of Classroom Support
SED 540 Learners who are Exceptional in General Education

Secondary (7-12) and World Language (K-12) (39 credits)

EDU 514 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
EDU 522 Foundations of Language and Literacy Development
EDU 562 Linguistic and Cultural Diversity in the Classroom
EDU 550 Professional Internship in Secondary Education (6 credits)
EDU 546 Planning and Assessment I
EDU 547 Planning and Assessment II
EDU 652 Curriculum Evaluation and Design for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
SED 520 Multi-tiered Systems of Classroom Support
SED 540 Learners Who are Exceptional in General Education

Content Area Methods Courses: One of the following (3 credits)

EDU 501Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 502 English Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
EDU 503 World Language Methods for all Learners Including Those of Diverse Abilities and Backgrounds
EDU 504 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
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. FMI: http://usm.maine.edu/special-education

Tk20

Tk20 by Watermark is the comprehensive web-based, assessment management and reporting system used by all students in Educator Preparation programs at USM. All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship/student teaching year are required to subscribe to Tk20. Students use Tk20 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 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 Maine Department of Education for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to her/his 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).

Certificate of Graduate Study in Teaching and Assessment Practices to Meet Learning Expectations

Description

The Certificate of Graduate Study in Teaching and Assessment Practices to Meet Learning Expectations is designed to accommodate educators, and other holders of baccalaureate degrees who wish to obtain knowledge, skills, and dispositions appropriate for designing curriculum and assessment to meet learning expectations. Certificate completers are able to plan effective national, state, or district standards-based instruction and assessment for their students. Students who complete program requirements receive official transcript recognition of their work and a certificate from the University.

Program Requirements

Total Required Credits: 12

Required:

- EDU 529 Planning and Formative Assessment Practices to Meet Learning Expectations
- EDU 530 Planning and Summative Assessment Practices to Meet Learning Expectations
- EDU 532 Instruction and Assessment Practices to Empower Learners
- EDU 533 Curriculum Design to Meet Learning Expectations

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 for All Students Including Those of Diverse Abilities and Backgrounds
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 ETEP interns or by Teacher Education Department permission. Cr 3.

EDU 502 English Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
This course focuses on ways to organize and teach English Language Arts classes at the middle and high school levels for all students, including those with special needs and those who are from culturally and linguistically diverse backgrounds. It is 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. Pre-requisites: Open to matriculated students in the Undergraduate Teacher Education program and in ETEP or by permission of the Teacher Education Department Cr 3.

EDU 503 World Language Methods for all Learners Including Those of Diverse Abilities and Backgrounds
This course provides an introduction to the theory and practice of teaching and learning world languages at the elementary, middle, and high school levels. It is 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. Prerequisites: Open to matriculated students in ETEP, the Modern and Classical Languages and Literature (MCLL) Education undergraduate Pathway, or by Teacher Education Department (TED)

permission. Cr 3.

EDU 504: Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
This course focuses on ways to organize and teach social studies courses at the middle school and high school levels. Students will examine various theories for teaching social studies, current research, and national/state standards in order to link theory and practice and create a vision of social studies that promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to students' lives. Prerequisite: Open to matriculated interns in the ETEP program or by permission of the Teacher Education Department. Cr 3.

EDU 505 Teaching Mathematics K-8
This course, intended for those preparing to be K-8 teachers, provides experiences to develop, critique, and apply knowledge, skills, and research findings in mathematics, pedagogy, and mathematical learning theory in elementary and middle school classrooms. Major areas of focus include learning and assessment of all children, instruction to support all students' mathematical understanding, reasoning, communication, and collaboration; standards (national, state, and local); content integration; resources; issues; and the discipline's philosophical framework. Prerequisite: ETEP 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 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 529 Planning and Formative Assessment Practices to Meet Learning Expectations
Planning and Formative Assessment Practices to Meet Learning Expectations is a one-semester course, designed for the practicing teacher. It begins with an exploration of current research-based, outcomes-driven practices in the field as a means for enrolled teachers to examine their own classroom practices. Participants will consider the distinction between habits of work and academic achievement, using backward design to develop units and lessons and formative assessment tools rooted in district, state or national standards. They will begin to develop daily practices that intentionally encourage students to take responsibility for their learning. This course is designed specifically for practicing teachers in the K-12 system. Participants will consider their own current practices as they strive to ensure their work with students in all facets is rooted in the learning expectations. This work includes developing long term and daily learning targets, diagnostic and formative assessments, and exploring valid and reliable assessment methods that provide meaningful feedback and involve students in their learning. Participants will share experiences and practices with each other, discuss and reflect upon relevant readings and apply learning in classroom settings. Cr 3.

EDU 530 Planning and Summative Assessment Practices to Meet Learning Expectations
Planning and Summative Assessment Practices to Meet Learning Expectations is a one-semester course, designed for the practicing teacher. Teachers will explore their own summative assessment practices to better align them with learning expectations. They will use backward design to develop summative assessment tools rooted in district, state or national standards, and assessment practices that intentionally encourage students to take responsibility for their learning. This course is designed specifically for practicing teachers in the K-12 system. Participants will consider their own current practices as they strive to ensure their work with students in all facets is rooted in the learning expectations. This work includes developing specific summative assessment tools and a classroom assessment system. Teachers will give specific attention to ensuring their assessment tools are valid and reliable. They will practice providing meaningful feedback and involving students in the assessment process. Participants will share experiences and practices with each other, discuss and reflect upon relevant readings and apply learning in classroom settings. Prerequisites: EDU 529 or program permission. Cr 3.

EDU 532 Instruction and Assessment Practices to Empower Learners
In this course participants will examine the documented research that supports the effectiveness of specific instructional and assessment strategies and begin to learn how to shift to mind frames that support the most impactful use of these strategies. Students will then build their own units and assessments using well designed, high quality, and high impact instructional strategies and assessments. Participants will have the opportunity to design, use, and reflect on these strategies and assessments throughout the course as well as receive and act on feedback from peers and instructors through in-class discussions. This course is designed for the practicing teacher. Prerequisites: This course is designed specifically for practicing teachers in the K-12 system; EDU 529 and 530 or program permission. Cr 3.

EDU 533, Curriculum Design to Meet Learning Expectations
This course is the culmination of a four-course sequence. It is student-designed and supported through regular peer and instructor consultation. The self-designed final projects students completed for earlier courses in the sequence will inform their choices for this course. Students will meet in small consultation groups facilitated by the course instructor throughout the semester and independently with the course instructor as needed to design and develop their projects. Students each choose an appropriate audience to whom they share their final project as a means for making

their work public. While the presentations are not assessed, all written projects will be assessed according to the Maine Teaching Standards. Prerequisites: This course is designed specifically for practicing teachers in the K-12 system; EDU 530, 531, 532 or instructor's permission. 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 I
This is the first of a two course series designed for pre-service teachers to be taken concurrently with a school-based placement. Students will examine national and local learning standards, striving to build an understanding of the sociopolitical context of standards-based learning from an equity perspective. They will learn to build lesson plans and series of lessons for their grade level aligned with standards and child development. Students will develop a repertoire of assessment methods including diagnostic, formative, and summative assessments. They will learn to create an instructional practice predicated on communicating clear expectations, giving meaningful feedback, and involving students in assessment. Students will 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. 1-3 credit hours, may be allowed to repeat up to 3 credits.

EDU 547 Planning and Assessment 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 student-developed rubrics, self, and peer assessments.) Students will learn to build unit plans aligned with learning standards and assessment systems. They will share experiences and practices with each other, discuss and reflect upon relevant readings and apply learning in classroom settings. Prerequisites: EDU 546 and students must be matriculated into a graduate teacher certification pathway. Cr. 1-3 credit hours variable, may be allowed to repeat up to 3 credits.

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: Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
This course focuses on ways to organize and teach social studies courses at the elementary level. Students will examine various theories for teaching social studies, current research and national/state standards in order to link theory and practice and create a vision of social studies that promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to student lives. Prerequisites: Open to matriculated interns in the ETEP program or by permission of the Teacher Education Department. Cr 3.

EDU 552 Elementary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
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. Open to matriculated students in a graduate USM teacher certification pathway or by Teacher Education Department permission. Cr 3.

EDU 554 Secondary Mathematics Methods
This course, intended for those preparing to teach mathematics at the 7-12 level in the state of Maine, provides experiences to develop and apply mathematical content knowledge and pedagogical skills in middle and secondary school classrooms. Major areas of focus include: how students learn mathematics, conceptual development of mathematical understandings, problem-solving instructional strategies, appropriate and effective uses of tools and technology, assessment of student learning, and providing equitable access to learning for all students. Prerequisites: Open to matriculated students in ETEP, the Secondary Mathematics Education 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 for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
This course is designed to help teachers learn to develop curriculum for units, grade levels and subject areas for all students at the middle and high school levels, including those with special needs and those who are from culturally and linguistically diverse backgrounds. Major areas of focus include the examination of existing curricula and some of the motivating factors that underlie those curricula, the backwards planning design process, curriculum mapping, and the development of a conceptual framework which demonstrates the interconnections of curriculum, instruction and assessment. Prerequisites: Content Methods Course (EDU 501 or 502 or 503 or 504 or 554) and matriculation in ETEP, or by Teacher Education Department 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.

Literacy Education Overview

Program Faculty

Professor: Andrea Stairs-Davenport
Associate Professor: Alexander Lapidus (chair)
Assistant Professors: Melinda Butler

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 (24 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 620 Reading Development and Instruction
- EDU 621 Literacy Problems: Assessment and Instruction
- EDU 626 Writing Development and Instruction

Second Tier Courses (12 credit hours)

- EDU 607 Teacher Research in Literacy
- EDU 634 Seminar in Literacy Research
- EDU 639 Practicum in Literacy Education (6 credits)

To earn Literacy Specialist licensure from the state requires evidence of two years of teaching experience and a passing score set by the Maine Department of Education on the Praxis Subject Assessment (5301) for the Reading Specialist. Evidence of both are additional graduation requirements.

All students will complete an online portfolio documenting evidence of meeting professional standards in their areas of expertise. Those who are pursuing certification or licensure must also pass the Praxis Subject Assessment as required by the Maine Department of Education (092 Literacy Specialist).

Tk20 Subscription

Tk20 by Watermark is the comprehensive web-based, assessment management and reporting system used by all students in Educator Preparation programs at USM. All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship/student teaching year are required to subscribe to Tk20. Students use Tk20 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 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 Maine Department of Education for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to her/his 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).

Recommended Course Sequence

Students should plan to complete First Tier courses before Second Tier courses.

First Tier Courses (24 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 620 Reading Development and Instruction
- EDU 621 Literacy Problems: Assessment and Instruction
- EDU 626 Writing Development and Instruction

Second Tier Courses (12 credit hours)

- EDU 607 Teacher Research in Literacy
- EDU 634 Seminar in Literacy Research
- EDU 639 Practicum in Literacy Education (6 credits)

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

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 of completion. 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 Instruction
- EDU 626 Writing Development and Instruction

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. All students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience and/or internship placement. Prerequisite: HRD 200, 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. All students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience and/or internship placement. Prerequisite: HRD 200: Multicultural Human Development. Cr 3.

EDU 336 Children's Literature
In this course, educators will examine the role of literature in literacy learning. Emphases 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 elementary students. In addition to examining criteria for evaluating and selecting materials, participants will consider curriculum implications and learn creative strategies for teaching children's literature and enhancing reading for elementary students. 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 465 - Teaching Reading for all Students in Grades K-6, Including Those with Diverse Abilities and Backgrounds
In this course, students will learn to use evidence-based instruction to teach reading in grades K-6. 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. Prerequisites: Admission to candidacy, must be concurrently enrolled in EDU 445 (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. Prerequisites: Admission to candidacy, must be concurrently enrolled in EDU 445 (internship), or LLC Department approval. 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 1-3.

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 560 Aspects of Teaching English Language Learners in PreK-12 Schools
This course introduces PreK-12 teachers to aspects of teaching English language learners in schools. Teachers will explore culture as it affects student learning, language acquisition and development, how to plan and implement standards-based content and language instruction, and how to conduct classroom-based assessment of content and language learning. Students in this course should have access to a classroom with ELLs to complete course assignments. 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: Must be matriculated in a graduate teacher education program, 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: Must be matriculated in a graduate teacher education program, 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 and Language Development
The purpose of this course is to enable students to become generators of new contextualized knowledge through their own classroom-based research. Students will be introduced to major research paradigms and will learn and practice techniques of data collection and analysis. Naturalistic methods of studying literacy and language learning in real classroom contexts will be emphasized. Each student will generate a research question, design an empirical research study 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 Education 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 toward ESL endorsement by the state, international students, adult educators, and other students matriculated into the MSEd in TESOL program. Students acquire practical ESL/EFL teaching experience in the field while applying knowledge gained through coursework and research; 40 hours of observation and practice teaching in an appropriate setting determined by the student and instructor are required. Students in the initial K-12 ESL certification concentration must complete their field experience in a public K-12 school. The 24 hours of program coursework must be completed prior to or concurrent with practicum. Prerequisite: matriculated into MSEd in TESOL; completion of 24 hours of program coursework, including EDU 557, EDU 558 or EDU 560, EDU 559, EDU 561, EDU 562, and EDU 563. Cr 3.

EDU 626 Writing Development and Instruction
This course emphasizes the advancement of writing through all the developmental stages in grades K-12. Writing growth and its relationship to reading and oral language development are examined. Current research and theory relating to the composition process is studied and implemented with students' writing. Students gain experience with writing process through participation in writing sessions. This course is intended for practicing teachers and other educators who support students' writing development. 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 student teaching experience in which interns will apply knowledge and skills to the practice of teaching ESL and culturally and linguistically diverse students. An intern completes a public school classroom placement working cooperatively with a mentor teacher and a university supervisor in addressing Maine's Initial Teacher Certification Standards (InTASC and NETS-T) and TESOL Standards. The culminating event is a lead teaching experience during which the intern has primary responsibility for guiding the instructional program. An intern may pursue the internship part-time over two semesters if the hours are equivalent to a 15-week, full-time student teaching experience. The course is pass/fail, and students must pass 3 credits of internship to complete the program and be recommended for initial K-12 ESL certification. Prerequisites: Matriculation in the MSEd in TESOL, Initial K-12 ESL Certification program; 30 credits of program coursework, including EDU 623. Cr variable, up to 3; may be repeated one time.

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.

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.

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)

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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
Part-Time Lecturers: Erin Beardsley, PsyD, NCSP, BCBA-D; William Roy, PsyD, BCBA-D; and Danielle Williams, PsyD, BCBA

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 to promote academic, social-emotional, and behavioral success for school-aged children. School psychologists may work within schools, clinics, hospitals, or related behavioral health settings.

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 of Psychologists, the National Association of School Psychologists (NASP), and the American Psychological Association (APA). 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 three additional courses, complete 1500+ hours of acceptable 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. All courses are three (3) credits unless othewise indicated.

- 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 605 Principles and Procedures for Instructional Intervention
- SPY 608 Professional Ethics in Behavior Analysis
- SPY 640 Supervision and Performance Management in Applied Behavior Analysis

Recommended Course Sequence

The following course sequence is recommended for students pursuing full-time study. Part-time options are also available.

Fall 2020

- SPY 601 Behavioral Principles of Learning
- SPY 609 Professional Ethics in Psychology
- EDU 600 Research Methods and Techniques

Spring 2021

- SPY 620 Multitiered Systems of Academic Support for General and Special Education
- SPY 679 Diversity in the Science and Practice of Psychology
- HCE 605 Psychological Measurement and Evaluation

Summer 2021

- SED 540 Learners Who Are Exceptional in General Education
- SPY 675 Indirect Behavioral Assessment

Fall 2021

- SPY 602 Single Case Research Methods
- SPY 672 Assessments and Interventions to Develop Academic Skills
- SPY 674 Psychopathology
- SPY 693 School Psychology Practicum I (1 cr.)

Spring 2022

- SPY 604 Functional Behavioral Assessment
- SPY 606 Principles and Procedures for Behavior Intervention
- SPY 677 Cognitive Assessment
- SPY 693 School Psychology Practicum I (1 cr.)

Summer 2022

- SPY 607 Consultation and Collaborative Problem-Solving
- SED 682 Special Education Regulations, Procedures, and IEP Team

Fall 2022

- SPY 673 Social Foundations of Behavior
- SPY 729 Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities
- HCE 668 Human Development
- SPY 693 School Psychology Practicum I (1cr.)

Spring 2023

- SPY 671 Physical Bases of Behavior
- SPY 730 Seminar in Behavioral Assessment and Intervention for Individuals with Emotional and Behavioral Disorders
- HCE 620 Fundamentals of Counseling Theories
- SPY 694 School Psychology Practicum II (1 cr)

Summer 2023

- SPY 610 Systems-Level Services to Promote Social, Emotional, and Behavioral Health
- SPY 697 Statistics

Fall 2023

- SPY 670 Cognitive-Affective Bases of Behavior
- SPY 709 History, Systems, and the Profession of Psychology
- HCE 621 Fundamentals of Counseling Skills
- SPY 694 School Psychology Practicum II (1 cr.)

Spring 2024

- SPY 727 Seminar in Academic Assessment and Intervention
- SPY 740 Supervision in School Psychology
- SPY 694 School Psychology Practicum II (1 cr.)

Summer 2024

- SPY 751 Directed Study in Clinical Research

Fall 2024

- SPY 759 Dissertation in School Psychology (3 cr.)
- SPY 788 Pre-Doctoral Internship in School Psychology (3 cr.)

Spring 2025

- SPY 759 Dissertation in School Psychology (3 cr.)
- SPY 788 Pre-Doctoral Internship in School Psychology (3 cr.)

Summer 2025

- SPY 788 Pre-Doctoral Internship in School Psychology (3 cr.)

School Psychology Course Descriptions

The following are courses typically offered by the Educational and School Psychology Department. 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.

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. Topics include respondent behavior and conditioning, operant behavior and conditioning, stimulus control, motivating operations, schedule influences on behavior, 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 examines the philosophical underpinnings of behavior analysis and behavior analytic procedures for promoting socially meaningful behavior change in applied settings. Emphasis will be placed on the application of behavior analytic principles and procedures to (a) decrease behaviors that interfere with functioning and (b) strengthen adaptive replacement behaviors. The dynamic interactions between academic, social-emotional, behavioral, and diversity influences on human functioning will be considered. The course includes a blend of assigned readings, lectures, discussions, clinical case examples, and applied learning experiences to develop student competencies. 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. This course includes lecture, practica experiences, small group discussion, and large group discussion learning experiences. The course is designed to meet the ethics training standards established by the BACB. Prerequisites: None. 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 640 Supervision and Performance Management in Applied Behavior Analysis
This seminar provides training in behavior-analytic approaches to personnel supervision and management. Primary course topics include (a) ethical, competency-based models of supervision, (b) evidence-based staff training procedures, including behavioral skills training; and (c) performance management practices. Students will gain an understanding of the purpose of supervision, learn strategies to deliver effective supervision to trainees and personnel responsible for delivering behavior-analytic services, and gain skills in applying behavior-analytic assessment and intervention procedures to improve personnel performance. Students also will conduct a self-assessment of professional competencies in applied behavior analysis in order to design individualized professional development plans. Class sessions will include a blend of lecture, discussion, role plays, and case-based application activities. 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 (Concentration in Applied Behavior Analysis) program; or program permission. 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 explores current conceptualizations of psychopathology by examining clinical, empirical, and theoretical information related to psychological disorders across the lifespan. The course reviews diagnostic classification systems; the symptomology, etiology, and treatment of common disorders; and major issues in the field of psychopathology. Emphasis will be placed on (a) the biological, developmental, social, and cultural influences on behavior and mental health and (b) the extent to which psychological disorders impact social, emotional, behavioral, and

academic/occupational functioning. Prerequisites: Matriculation in Educational or School Psychology programs, 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 688: Specialist-Level Internship in School Psychology
The specialist-level internship is the culminating training experience within the MS in Educational Psychology (School Psychology Concentration) program. The internship requires completion of 1500 hours of practice in a school setting under the supervision of a credentialed school psychologist. Students may complete the internship on a full-time basis for one academic year or on a part-time basis for two academic years. The internship provides broad training in assessment, intervention, consultation, and applied research to prepare students for entry-level professional practice. Prerequisites: Matriculation in the MS in Educational Psychology (School Psychology Concentration) program; successful completion of all required courses and practica within the degree program; and program permission. Cr 9 total (1-3 per semester).

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 program. 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 to 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 a 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

Program Faculty

Professor: Walter H.Kimball
Assistant Professor: Rachel Brown
Lecturer: Patricia Red
Part-Time Lecturers: Patti Drapeau, Jennifer Libby, Roger (Ron) Robert, Danielle Williams

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 (taken concurrently with EDU 445) , (3) SED 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 four concentrations:

1. **MS in Special Education - Effective Instruction and Assessment for Students with Suspected and Identified Disabilities**

This concentration is available in an accelerated (7 week classes) online format.

The Effective Instruction and Assessment Master's degree concentration is for individuals seeking knowledge and skills in providing evidence-based services for students with suspected and identified disabilities. The courses include principles of systematic and explicit instruction and assessment, Positive Behavioral Interventions and Supports, Multi-Tiered Systems of Student Support, and assistive technology. The subplan is designed for people not seeking special education teacher certification. The audience includes individuals with teacher licensure in other areas of teaching such as general education, individuals licensed in other educational services, such as school psychology or social work, and individuals with experience with agencies and programs serving students with mild to moderate disabilities.

2. **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 initial 282 certification. The concentration requires teaching in a teaching position and professional teacher certification for entrance.

3. **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.

4. **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 through current employment at a school setting or arranged through USM as a placement. 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.

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 - Effective Instruction and Assessment for Students with Suspected and Identified Disabilities

Description

The online Effective Instruction and Assessment Master's degree concentration is for individuals seeking knowledge and skills in providing evidence-based services for students with suspected and identified disabilities. The courses include principles of systematic and explicit instruction and assessment, Positive Behavioral Interventions and Supports, Multi-Tiered Systems of Student Support, and assistive technology. The subplan is designed for people not seeking special education teacher certification. The audience includes individuals with teacher licensure in other areas of teaching such as general education, individuals licensed in other educational services, such as school psychology or social work, and individuals with experience with agencies and programs serving students with mild to moderate disabilities.

This concentration is available in an accelerated (7 week classes) online format.

Program Requirements

30 credits

All courses are 3 credit hours each.

- EDU 600 Research Methods and Techniques
- SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities
- SED 604 Behavioral Principles to Analyze Learning, Teaching, and Assessment
- SED 625 Multi-Tier Mathematics Instruction and Assessment
- SED 627 Multi-Tier Reading Instruction and Assessment
- 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 687 Technology for Communicating and Learning
- SED 699 Special Education Research Capstone

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 who also hold a professional teaching certificate are among those for whom the program is intended. This is not intended for those seeking initial 282 certification.

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 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 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 Intelligence and Learners who are 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

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 Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
- EDU 552 Elementary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
- 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 625 Multi-Tier Mathematics Instruction and Assessment
- SED 627 Multi-Tier Reading Instruction and Assessment
- SED 682 Special Education Regulations, Procedures, and the IEP Team
- SED 699 Special Education Research Capstone

Secondary 7-12 - 48 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
- SED 518 Targeted and Individualized Instructional Strategies for Students with Disabilities
- SED 520 Multi-Tiered Systems of Classroom Support
- SED 586 Integrated Internship (9 cr) Focus Topics: Technology, Transition & Family Collaboration, Special Education Eligibility Assessment
- SED 615 Positive Behavior Intervention and Supports
- SED 625 Multi-Tier Mathematic Instruction and Assessment
- SED 627 Multi-Tier Reading Instruction and Assessment
- SED 682 Special Education Regulations, Procedures, and the IEP Team
- SED 693 Transitions Among Schools, Agencies, and Community
- SED 699 Directed Study

- Content Area Methods Courses: One of the following (3 cr)
  EDU 501 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
  EDU 502 English Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds
  EDU 503 World Language Methods for all Learners Including Those of Diverse Abilities and Backgrounds
  EDU 504 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
  EDU 554 Secondary Mathematics Methods

Tk20

Tk20 by Watermark is the comprehensive web-based, assessment management and reporting system used by all students in Educator Preparation programs at USM. All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship/student teaching year are required to subscribe to Tk20. Students use Tk20 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 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 Maine Department of Education for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to her/his 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.

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 seeking initial certification to teach 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 initial certification and 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 625 Multi-Tier Mathematics Instruction and Assessment
- SED 627 Multi-Tier Reading Instruction and Assessment
- 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

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

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Please note Professional Education Council Policy: In order for USM’s Education Preparation Unit program completers to be recommended by the institution to the Maine Department of Education for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to her/his 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).

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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.

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 apply through 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 Intelligence and Learners who are 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 gifted courses approved by the Maine Department of Certification and the academic advisor

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

SED 300 Ethics and Youth with Exceptionalities
In this course participants will examine the relationships between the 6 principles of IDEA (Individuals with Disabilities Education Act) and the ethics of access. This course will focus on school-age youth with exceptionalities and their families through transitioning to post-secondary school. Through the use of case studies and hearings/court decisions, panel discussions, and reflections, this course will focus on how these youth are marginalized in educational settings, and in general society, including students who are culturally and linguistically diverse. The course will also explore the multidisciplinary nature of schools and agencies: planning, assessment, services, their obligations, and the tensions that arise due to diverse points of view. The course touches on the life span of living with a disability as well as historical perspectives. 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. Prerequisite: SED 335 and concurrent with EDU 445 or by special education program permission. Cr 3.

SED 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 with mathematics difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. Starting with the five foundations of math instruction (e.g., conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition), the course describes the features of universal (e.g., Tier 1) core math instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive math instruction based on student learning needs. Participants will learn how to select and use scientifically validated mathematics instruction and assessment practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3), and special education mathematics instruction and assessment. Cr 3.

SED 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 with reading difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. 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 and assessment based on student learning needs. Participants will learn how to select and use scientifically validated reading instruction and assessment practices for students needing supplemental (e.g., Tier 2), intensive (e.g., Tier 3), and special education reading instruction and assessment. 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. Prerequisite: SED 335 or SED 540, concurrent with EDU 445, or EDU 543, or EDU 550, 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 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 604 Behavioral Principles to Analyze Learning, Teaching, and Assessment
This introductory course introduces principles of teaching and learning demonstrated to be effective in improving student success in academics, behavior, and social skills. Included in the course are preparing learning objectives, designing direct and explicit instruction to address the objectives, defining assessment data gathering and analyzing procedures, and determining student progress and instructional adjustments. The course provides fundamental knowledge and skills used in several courses throughout the program focused on the multi-tier system of student support for academics and behavior, including Positive Behavioral Interventions and Supports and Progress Monitoring in reading and mathematics. 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 625 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 with mathematics difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. Starting with the five foundations of math instruction (e.g., conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition), the course describes the features of universal (e.g., Tier 1) core math instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive math instruction based on student learning needs. Participants will learn how to select and use scientifically validated mathematics instruction and assessment practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3), and special education mathematics instruction and assessment. Special attention will be paid to the research supporting this instruction and assessment. Cr 3.

SED 627 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 with reading difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. 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 and assessment based on student learning needs. Participants will learn how to select and use scientifically validated reading instruction and assessment practices for students needing supplemental (e.g., Tier 2), intensive (e.g., Tier 3), and special education reading instruction and assessment. Special attention will be paid to the research supporting this instruction and assessment. 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 669 Critical and Creative Thinking in the Classroom
This course is designed for individuals who are concerned with providing critical and creative thinking lessons for all ability learners in the classroom. This course will look at ways to adapt instruction in order to create flexible, interactive, and authentic, higher level activities. Emphasis will include: identifying elements of critical and creative thinking; utilizing instructional strategies/techniques such as graphic organizers; providing for a variety of grouping arrangements and; developing assessment tools. 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 Special Education for 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. Prerequisites: Open to matriculated candidates in the Teaching Students with Mild to Severe Disabilities program or by permission of the Teacher Education Department. 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 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

Program Faculty

Professor: Andrea Stairs-Davenport
Associate Professor: Alexander Lapidus (chair)
Assistant Professor: Melinda Butler

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 States or overseas. Many courses are offered fully online or in blended formats.

The program offers courses in different delivery modes, such as online, and on campus.

There are two pathways for the TESOL program:

1. A format that offers blended and on-campus courses are offered in 15-week format in fall and spring, and one-week and 7-week formats in the summer.
2. An accelerated online MSEd in TESOL with a special tuition rate offers courses in 7-week format year-round.

This program does not lead to initial K-12 ESL teacher certification in Maine. It does lead to a Maine K-12 ESL endorsement for educators who are already certified to teach in Maine in another content area or grade level.

Program Requirements

Program Requirements (30 credits)

First Tier Courses (21 credit hours)

- EDU 557 Teaching Writing to Multilingual Learners*
- EDU 558 Content-Based Curriculum for English Language Learners* **or,**
- EDU 560 Aspects of Teaching English Language Learners in PreK-12 Schools
- 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

Second Tier Courses (9 credit hours)

- EDU 607 Teacher Research in Literacy
- EDU 635 Seminar in Second Language Literacy
- EDU 623 TESOL Practicum (3 credits)

An additional graduation requirement for students pursuing this degree is evidence of a passing score set by the Maine Department of Education on the Praxis Subject Assessment in English to Speakers of Other Languages (5362) if they want to earn the ESL Endorsement from the Maine Department of Education** as well as the completion of our portfolio process. A student may choose to complete the Praxis Subject Assessment in English to Speakers of Other Languages (5362). The passing score set by the Maine Department of Education must be achieved by this student.

All students will complete an online portfolio documenting evidence of meeting professional standards in their areas of expertise. Those who are pursuing certification or licensure must also pass the Praxis Subject Assessment as required by the Maine Department of Education (660 ESL Teacher).

* 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 consider the 36-credit initial certification pathway.

Recommended Course Sequence

Students should plan to complete First Tier courses before Second Tier courses.

First Tier Courses (21 credit hours)

- EDU 557 Teaching Writing to Multilingual Learners*
- EDU 558 Content-Based Curriculum for English Language Learners* **OR**
- EDU 560 Aspects of Teaching English Language Learners in PreK-12 Schools
- 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

Second Tier Courses (9 credit hours)

- EDU 607 Teacher Research in Literacy and Language Development
- EDU 635 Seminar in Second Language Literacy
- EDU 623 TESOL Practicum

MSEd in Teaching English to Speakers of Other Languages (TESOL): Initial K-12 ESL Certification

Description

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 36-credit program may be completed in one and half years with careful planning alongside a faculty advisor. We maintain strong partnerships with local schools where field experiences and student teaching may be completed. The TESOL practicum (EDU 623) is a 40-hour field experience completed in a Maine school to prepare students for the TESOL internship (EDU 640), a 15-week, full-time student teaching experience completed in a Maine school to meet the state's initial K-12 ESL certification requirements. The internship may be completed part-time over two semesters with careful planning alongside your program advisor. Though there is no fully online option with this initial certification program, the program offers courses in different delivery modes, such as online, blended, and on campus.

Program Requirements

Program Requirements: 36 credits

Prerequisite: Passing scores for Praxis Core Academic Skills for Educators Reading, Writing, and Mathematics.

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
- SED 540 Learners Who are Exceptional in General Education

Second Tier Courses (12 credit hours)

- EDU 607 Teacher Research in Literacy and Language Development
- EDU 635 Seminar in Second Language Literacy
- EDU 623 TESOL Practicum
- EDU 640 Professional Internship in English as a Second Language

Students must also pass the Praxis Subject Assessment for ESOL (5362); the passing score is set by Maine Department of Education. A Tk20 portfolio is required of initial certification concentration students.

TK20

Tk20 by Watermark is the comprehensive web-based, assessment management and reporting system used by all students in Educator Preparation programs at USM. All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship/student teaching year are required to subscribe to Tk20. Students use Tk20 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 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 Maine Department of Education for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to her/his 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).

Recommended Course Sequence

Students should plan to complete First Tier courses before Second Tier courses.

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
- SED 540 Learners Who are Exceptional in General Education

Second Tier Courses (12 credit hours)

- EDU 607 Teacher Research in Literacy and Language Development
- EDU 635 Seminar in Second Language Literacy
- EDU 623 TESOL Practicum (3 credits)
- EDU 640 Professional Internship in English as a Second Language (3 credits)

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

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, **or**
- EDU 560 Aspects of Teaching English Language Learners in PreK-12 Schools
- 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

TESOL: Teaching English to Speakers of Other Languages Overview 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. All students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience and/or internship placement. Prerequisite: HRD 200 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. All students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience and/or internship placement. Prerequisite: HRD 200: Multicultural Human Development. Cr 3.

EDU 336 Children's Literature
In this course, educators will examine the role of literature in literacy learning. Emphases 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 elementary students. In addition to examining criteria for evaluating and selecting materials, participants will consider curriculum implications and learn creative strategies for teaching children’s literature and enhancing reading for elementary students. 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 465 - Teaching Reading for all Students in Grades K-6, Including Those with Diverse Abilities and Backgrounds
In this course, students will learn to use evidence-based instruction to teach reading in grades K-6. 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. Prerequisites: Admission to candidacy, must be concurrently enrolled in EDU 445 (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. Prerequistites: Admission to candidacy [must be concurrently enrolled in EDU 445 (internship)], or LLC Department approval. 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 1-3.

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 560 Aspects of Teaching English Language Learners in PreK-12 Schools
This course introduces PreK-12 teachers to aspects of teaching English language learners in schools. Teachers will explore culture as it affects student learning, language acquisition and development, how to plan and implement standards-based content and language instruction, and how to conduct classroom-based assessment of content and language learning. Students in this course should have access to a classroom with multilingual learners to complete course assignments. 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: Must be matriculated in a graduate teacher education program, 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: Must be matriculated in a graduate teacher education program, 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 and Language Development
The purpose of this course is to enable students to become generators of new contextualized knowledge through their own classroom-based research. Students will be introduced to major research paradigms and will learn and practice techniques of data collection and analysis. Naturalistic methods of studying literacy and language learning in real classroom contexts will be emphasized. Each student will generate a research question, design an empirical research study 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 Education 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 toward ESL endorsement by the state, international students, adult educators, and other students matriculated into the MSEd in TESOL program. Students acquire practical ESL/EFL teaching experience in the field while applying knowledge gained through coursework and research; 40 hours of observation and practice teaching in an appropriate setting determined by the student and instructor are required. Students in the initial K-12 ESL certification concentration must complete their field experience in a public K-12 school. The 24 hours of program coursework must be completed prior to or concurrent with practicum. Prerequisite: matriculated into MSEd in TESOL; completion of 24 hours of program coursework, including EDU 557, EDU 558 or EDU 560, EDU 559, EDU 561, EDU 562, and EDU 563. Cr 3.

EDU 626 Writing Development and Instruction
This course emphasizes the advancement of writing through all the developmental stages in grades K-12. Writing growth and its relationship to reading and oral language development are examined. Current research and theory relating to the composition process is studied and implemented with students' writing. Students gain experience with writing process through participation in writing sessions. This course is intended for practicing teachers and other educators who support students' writing development. 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**
  - EDU (Education)
  - ESL (English for Speakers of Other Languages)
  - HRD (Human Development)
  - PHE (Athletic Coaching)
  - SED (Special Education)
- **Graduate**
  - EDU (Education)
  - HCE (Counseling)
  - HRD (Adult and Higher Education)
  - PDS (Professional Development)
  - SED (Special Education)
  - SPY (Educational and School Psychology)

Undergraduate

EDU (Education)

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. All students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience and/or internship placement. Prerequisite: HRD 200, 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. All students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience and/or internship placement. 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. . All students are required to be fingerprinted prior to enrolling in a course with an accompanying field experience and/or internship placement. 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

In this course, educators will examine the role of literature in literacy learning. Emphases 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 elementary students. In addition to examining criteria for evaluating and selecting materials, participants will consider curriculum implications and learn creative strategies for teaching children’s literature and enhancing reading for elementary students. Cr 3.

EDU 401: Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds

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 course emphasizes 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. Pre-requisites: Open to matriculated undergraduate students in a USM teacher education pathway and concurrently placed in a student-teaching internship or by Teacher Education permission. 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. Cr 3.

EDU 404: Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds

This course focuses on ways to organize and teach social studies courses at the middle school and high school levels. Students will examine various theories for teaching social studies, current research and national/state standards in order to link theory and practice and create a vision of social studies that promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to students’ lives. Prerequisite: Open to matriculated undergraduate students in a USM teacher education pathway and concurrently placed in a student-teaching internship. 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 445. 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 Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds

This course focuses on ways to organize and teach social studies courses at the elementary level. Students will examine various theories for teaching social studies, current research and national/state standards in order to link theory and practice and create a vision of social studies that promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to students' lives. nPrerequisite: Open to matriculated undergraduate students in a USM teacher education pathway and concurrently placed in a student-teaching internship. Cr 3.

EDU 452: Teaching Elementary Science to All Students Including Those of Diverse Abilities and Backgrounds

This course has an interactive laboratory and field-based approach that models the teaching and learning of science at the elementary and middle school levels. The course emphasizes content, process, and methodology. Students will learn how to implement multiple strategies to support scientific understanding of systems in the natural and designed world. Prerequisite: Open to matriculated students in an undergraduate USM teacher certification pathway or by Teacher Education Department permission. Cr 3.

EDU 465 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-6. 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. Prerequisites: Admission to candidacy [must be concurrently enrolled in EDU 445 (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. Prerequisites: Admission to candidacy [must be concurrently enrolled in EDU 445 (internship)], or LLC Department approval. Cr 3.

ESL (English for Speakers of Other Languages)

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

Designed for Admissions Pathway Program (APP) multilingual writers, this is a mid-advanced-level English language course which 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. Prerequisites: ESL 99 or instructor permission. Cr 3 each semester, can be repeated for up to one additional semester for a total of 6 credits.

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 10 l (co-requisite) or instructor permission. Cr. 3 each semester, can be repeated for up to one additional semester for a total of 6 credits.

HRD (Human Resourse Development)

HRD 200 Multicultural Human Development

This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary view of human development will be taken which considers stability as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisites: at least 30 credits. 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 (Athletic Coaching)

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. Cr 3.

PHE 302 Coaching Philosophy and Fundamentals

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

PHE 303 Coaching and Officiating Basketball

Coaching philosophy, coaching style, choosing a team, individual fundamentals, team play development, and the ability to organize and maintain a quality program will be stressed. The course will also cover rules of basketball and techniques of officiating. Cr 3.

PHE 309 Coaching and Officiating Track and Field

Part of the University of Southern Maine's coaching certification program, this course is designed to prepare students for track and field, and cross country coaching at the high school and/or middle school levels. Particular aspects of the sport will not be discussed in detail. Rather, the course is intended as an overview of coaching philosophies, sports science, and the training required for each event. Students will have an opportunity to explore areas of interest in depth. Cr 3.

PHE 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

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 plus techniques of umpiring. Prerequisite: Permission of instructor. Cr 3.

PHE 336 Coaching and Officiating 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 softball plus techniques of umpiring. Prerequisite: Permission of instructor. 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 (Special Education)

SED 300 Ethics and Youth with Exceptionalities

In this course participants will examine the relationships between the 6 principles of IDEA (Individuals with Disabilities Education Act) and the ethics of access. This course will focus on school-age youth with exceptionalities and their families through transitioning to post-secondary school. Through the use of case studies and hearings/court decisions, panel discussions, and reflections, this course will focus on how these youth are marginalized in educational settings, and in general society, including students who are culturally and linguistically diverse. The course will also explore the multidisciplinary nature of schools and agencies: planning, assessment, services, their obligations, and the tensions that arise due to diverse points of view. The course touches on the life span of living with a disability as well as historical perspectives. 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 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 concurrent with EDU 445 or by special education program permission. Cr 3.

SED 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 with mathematics difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. Starting with the five foundations of math instruction (e.g., conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition), the course describes the features of universal (e.g., Tier 1) core math instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive math instruction based on student learning needs. Participants will learn how to select and use scientifically validated mathematics instruction and assessment practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3), and special education mathematics instruction and assessment. Cr 3.

SED 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 with reading difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. 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 and assessment based on student learning needs. Participants will learn how to select and use scientifically validated reading instruction and assessment practices for students needing supplemental (e.g., Tier 2), intensive (e.g., Tier 3), and special education reading instruction and assessment. Cr 3.

Graduate

EDU (Education)

EDU 501 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds

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 ETEP interns or by Teacher Education Department permission. Cr 3.

EDU 502 English Methods for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds

This course focuses on ways to organize and teach English Language Arts classes at the middle and high school levels for all students, including those with special needs and those who are from culturally and linguistically diverse backgrounds. It is 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. Pre-requisites: Open to matriculated students in the Undergraduate Teacher Education program and in ETEP or by permission of the Teacher Education Department Cr 3.

EDU 503 World Language Methods for all Learners Including Those of Diverse Abilities and Backgrounds

This course provides an introduction to the theory and practice of teaching and learning world languages at the elementary, middle, and high school levels. It is 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. Prerequisites**:** Open to matriculated students in ETEP, the Modern and Classical Languages and Literature (MCLL) Education undergraduate Pathway, or by Teacher Education Department (TED) permission. Cr 3.

EDU 504 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds

This course focuses on ways to organize and teach social studies courses at the middle school and high school levels. Students will examine various theories for teaching social studies, current research, and national/state standards in order to link theory and practice and create a vision of social studies that promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to students' lives. Prerequisite: Open to matriculated interns in the ETEP program or by permission of the Teacher Education Department. Cr 3.

EDU 505 Teaching Mathematics K-8

This course, intended for those preparing to be K-8 teachers, provides experiences to develop, critique, and apply knowledge, skills, and research findings in mathematics, pedagogy, and mathematical learning theory in elementary and middle school classrooms. Major areas of focus include learning and assessment of all children, instruction to support all students' mathematical understanding, reasoning, communication, and collaboration; standards (national, state, and local); content integration; resources; issues; and the discipline's philosophical framework. Prerequisite: ETEP 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. 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 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 1-3.

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 529 Planning and Formative Assessment Practices to Meet Learning Expectations

Planning and Formative Assessment Practices to Meet Learning Expectations is a one-semester course, designed for the practicing teacher. It begins with an exploration of current research-based, outcomes-driven practices in the field as a means for enrolled teachers to examine their own classroom practices. Participants will consider the distinction between habits of work and academic achievement, using backward design to develop units and lessons and formative assessment tools rooted in district, state or national standards. They will begin to develop daily practices that intentionally encourage students to take responsibility for their learning. This course is designed specifically for practicing teachers in the K-12 system. Participants will consider their own current practices as they strive to ensure their work with students in all facets is rooted in the learning expectations. This work includes developing long term and daily learning targets, diagnostic and formative assessments, and exploring valid and reliable assessment methods that provide meaningful feedback and involve students in their learning. Participants will share experiences and practices with each other, discuss and reflect upon relevant readings and apply learning in classroom settings.

EDU 530 Planning and Summative Assessment Practices to Meet Learning Expectations

Planning and Summative Assessment Practices to Meet Learning Expectations is a one-semester course, designed for the practicing teacher. Teachers will explore their own summative assessment practices to better align them with learning expectations. They will use backward design to develop summative assessment tools rooted in district, state or national standards, and assessment practices that intentionally encourage students to take responsibility for their learning. This course is designed specifically for practicing teachers in the K-12 system. Participants will consider their own current practices as they strive to ensure their work with students in all facets is rooted in the learning expectations. This work includes developing specific summative assessment tools and a classroom assessment system. Teachers will give specific attention to ensuring their assessment tools are valid and reliable. They will practice providing meaningful feedback and involving students in the assessment process.

Participants will share experiences and practices with each other, discuss and reflect upon relevant readings and apply learning in classroom settings. Prerequisites: EDU 529 or program permission. Cr 3.

EDU 532 Instruction and Assessment Practices to Empower Learners

In this course participants will examine the documented research that supports the effectiveness of specific instructional and assessment strategies and begin to learn how to shift to mind frames that support the most impactful use of these strategies. Students will then build their own units and assessments using well designed, high quality, and high impact instructional strategies and assessments. Participants will have the opportunity to design, use, and reflect on these strategies and assessments throughout the course as well as receive and act on feedback from peers and instructors through in-class discussions. This course is designed for the practicing teacher. Prerequisites: This course is designed specifically for practicing teachers in the K-12 system; EDU 529 and 530 or program permission. Cr 3.

EDU 533, Curriculum Design to Meet Learning Expectations

This course is the culmination of a four-course sequence. It is student-designed and supported through regular peer and instructor consultation. The self-designed final projects students completed for earlier courses in the sequence will inform their choices for this course. Students will meet in small consultation groups facilitated by the course instructor throughout the semester and independently with the course instructor as needed to design and develop their projects. Students each choose an appropriate audience to whom they share their final project as a means for making their work public. While the presentations are not assessed, all written projects will be assessed according to the Maine Teaching Standards. Prerequisites: This course is designed specifically for practicing teachers in the K-12 system; EDU 530, 531, 532 or instructor's permission. 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. Each intern is assigned to a mentor teacher at an elementary or middle school, ideally in a partner district. Under the direction and guidance of her/his mentor teacher and supervisor, the intern builds skills in planning and instruction, and formative assessment for day-to-day practice. The internship includes a site-based seminar that meets throughout the year. This course is repeated for a total of 6 credits. Prerequisite: Open to students matriculated in ETEP or undergraduate teacher education pathways pursuing elementary certification; must show proof of fingerprinting/CHRC. Cr 1-3 for a total of 6 credits, can be repeated.

EDU 546 Planning and Assessment I

This is the first of a two course series designed for pre-service teachers to be taken concurrently with a school-based placement. Students will examine national and local learning standards, striving to build an understanding of the sociopolitical context of standards-based learning from an equity perspective. They will learn to build lesson plans and series of lessons for their grade level aligned with standards and child development. Students will develop a repertoire of assessment methods including diagnostic, formative, and summative assessments. They will learn to create an instructional practice predicated on communicating clear expectations, giving meaningful feedback, and involving students in assessment. Students will 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. 1-3 credit hours, may be allowed to repeat up to 3 credits.

EDU 547 Planning and Assessment 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 student-developed rubrics, self, and peer assessments.) Students will learn to build unit plans aligned with learning standards and assessment systems. They will share experiences and practices with each other, discuss and reflect upon relevant readings and apply learning in classroom settings. Prerequisites: EDU 546 and students must be matriculated into a graduate teacher certification pathway. Cr. 1-3 credit hours variable, may be allowed to repeat up to 3 credits.

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. Each intern is assigned to a mentor teacher at a middle or high school, ideally in a partner district. Under the direction and guidance of her/his mentor teacher and supervisor, the intern builds skills in planning and instruction, and formative assessment for day-to-day practice. The internship includes a site-based seminar that meets throughout the year. This course is repeated for a total of 6 credits. Prerequisite: Open to students matriculated ETEP or undergraduate teacher education pathways pursuing secondary certification; must show proof of fingerprinting/CHRC. Cr 1-3 for a total of 6 credits, can be repeated.

EDU 551: Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds

This course focuses on ways to organize and teach social studies courses at the elementary level. Students will examine various theories for teaching social studies, current research and national/state standards in order to link theory and practice and create a vision of social studies that

promotes student-centered pedagogy, interdisciplinary thinking, issues of diversity, and relevance to student lives. Prerequisites: Open to matriculated interns in the ETEP program or by permission of the Teacher Education Department. Cr 3.

EDU 552 Elementary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds

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 a graduate USM teacher certification pathway or by Teacher Education Department permission. Cr 3.

EDU 554 Secondary Mathematics Methods

This course, intended for those preparing to teach mathematics at the 7-12 level in the state of Maine, provides experiences to develop and apply mathematical content knowledge and pedagogical skills in middle and secondary school classrooms. Major areas of focus include: how students learn mathematics, conceptual development of mathematical understandings, problem-solving instructional strategies, appropriate and effective uses of tools and technology, assessment of student learning, and providing equitable access to learning for all students. Prerequisites: Open to matriculated students in ETEP, the Secondary Mathematics Education 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 560 Aspects of Teaching English Language Learners in PreK-12 Schools

This course introduces PreK-12 teachers to aspects of teaching English language learners in schools. Teachers will explore culture as it affects student learning, language acquisition and development, how to plan and implement standards-based content and language instruction, and how to conduct classroom-based assessment of content and language learning. Students in this course should have access to a classroom with ELLs to complete course assignments. 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: Must be matriculated in a graduate teacher education program, 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: Must be matriculated in a graduate teacher education program, 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 educational leaders in testing and assessment. Participants will examine concepts such as curriculum alignment, opportunity to learn, equity, fairness, and effectiveness and relate these concepts to classroom assessments, as well as to district, statewide, national, and international standardized assessments. Students 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 and Language Development

The purpose of this course is to enable students to become generators of new contextualized knowledge through their own classroom-based research. Students will be introduced to major research paradigms and will learn and practice techniques of data collection and analysis. Naturalistic methods of studying literacy and language learning in real classroom contexts will be emphasized. Each student will generate a

research question, design an empirical research study 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 Education 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 toward ESL endorsement by the state, international students, adult educators, and other students matriculated into the MSEd in TESOL program. Students acquire practical ESL/EFL teaching experience in the field while applying knowledge gained through coursework and research; 40 hours of observation and practice teaching in an appropriate setting determined by the student and instructor are required. Students in the initial K-12 ESL certification concentration must complete their field experience in a public K-12 school. The 24 hours of program coursework must be completed prior to or concurrent with practicum. Prerequisite: matriculated into MSEd in TESOL; completion of 24 hours of program coursework, including EDU 557, EDU 558 or EDU 560, EDU 559, EDU 561, EDU 562, and EDU 563 Cr 3.

EDU 626 Writing Development and Instruction

This course emphasizes the advancement of writing through all the developmental stages in grades K-12. Writing growth and its relationship to reading and oral language development are examined. Current research and theory relating to the composition process is studied and implemented with students' writing. Students gain experience with writing process through participation in writing sessions. This course is intended for practicing teachers and other educators who support students' writing development. 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 student teaching experience in which interns will apply knowledge and skills to the practice of teaching ESL and culturally and linguistically diverse students. An intern completes a public school classroom placement working cooperatively with a mentor teacher and a university supervisor in addressing Maine's Initial Teacher Certification Standards (InTASC and NETS-T) and TESOL Standards. The culminating event is a lead teaching experience during which the intern has primary responsibility for guiding the instructional program. An intern may pursue the internship part-time over two semesters if the hours are equivalent to a 15-week, full-time student teaching experience. The course is pass/fail, and students must pass 3 credits of internship to complete the program and be recommended for initial K-12 ESL certification. Prerequisites: Matriculation in the MSEd in TESOL, Initial K-12 ESL Certification program; 30 credits of program coursework, including EDU 623. Cr variable, up to 3; may be repeated one time.

EDU 643 Inquiry in Education

This three-credit course is designed as a capstone for the Masters in Teaching and Learning. This course is taken in the last semester of the MTL program. The course focuses on inquiry in the field of education including the development, implementation and evaluation of a research project focused on classroom practice or educational policy issues. Candidates completing special education or ESL certification will conduct research in their respective field. Prerequisites: EDU 600. 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 for Secondary Teachers of All Students Including Those with Diverse Abilities and Backgrounds

This course is designed to help teachers learn to develop curriculum for units, grade levels and subject areas for all students at the middle and high school levels, including those with special needs and those who are from culturally and linguistically diverse backgrounds. Major areas of focus include the examination of existing curricula and some of the motivating factors that underlie those curricula, the backwards planning design process, curriculum mapping, and the development of a conceptual framework which demonstrates the interconnections of curriculum, instruction and assessment. Prerequisites: Content Methods Course (EDU 501 or 502 or 503 or 504 or 554) and matriculation in ETEP, or by Teacher Education Department 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 Teacher Leadership Capstone

This course is designed for students who are completing the Teacher Leadership Program. It provides students with the opportunity to: (1) complete a capstone inquiry project in an area related to teaching and learning and that is of particular concern or interest, (2) to develop a final product that describes the topic of inquiry, methods, and findings or insights, and (3) to make public the process of inquiry and its results. The final product will take the form of an action research project. The course takes the form of a professional community where students and the instructor engage in collegial interaction, peer learning, and reciprocal feedback. Prerequisites: Completion of at least 24 of 30 credits towards the Ms. Ed in Teacher Leadership. 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 680: Professional Learning in Schools

This course is designed for students in educational administration and teacher leadership. It examines the theory and practice of promoting professional learning in schools. Building on current research on adult development, professional learning communities, organizational capacity-building, and school improvement, students develop an understanding about professional learning and development, including purposes, models, theories, strategies, designs, and assessments. Students design and implement a final project, which demonstrates course learning in a school setting. 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 695 Special Topics in Teacher Leadership: Coaching and Mentoring Teachers

This course is designed for students in the Teacher Leadership Program. It will serve students who enroll in a cohort concentration through the Teacher Leadership Program, providing them with the opportunity to become familiar with a topic of common interest or concern that lays the foundation for future study. Special topics may include such topics as coaching and mentoring teachers, STEAM education, English education, etc. The course takes the form of a professional learning community where students and the instructor engage in collegial interaction, peer learning, and reciprocal feedback. Cr 3.

EDU 699 Independent Study

This course provides an opportunity for students to pursue a topic of interest on an independent basis. The specific content and evaluation procedures are arranged with an instructor. Prerequisite: Permission of supervising instructor and the department chair. Cr var.

EDU 701 Foundations of Education Policy and Research

This six hour, two-semester course follows PPM 707. It focuses on selected educational reform policies from historical, social, and political perspectives and the research designs that are appropriate for studying them empirically. Students will engage in careful readings and critical analyses of primary, empirical, and peer-reviewed studies of educational reform policy formation and implementation, and they will examine appropriate designs for doctoral research along these lines. The reform policies that will be considered will reflect recurring issues and the dilemmas they pose for educational leaders. These include, but are not limited to: multiple and conflicting educational aims and purposes, upgrading the teaching profession (preparation, recruitment, retention, development), evaluating student achievement and teaching effectiveness, reducing inequalities in student opportunities and outcomes, and the interplay between corporate and non-corporate models of schooling. The following research designs will be emphasized: qualitative and mixed methods case studies, interview studies, content analyses, survey research, correlation studies, experimental studies, and ex-post /causal comparative studies. As part of the course, students will be introduced to doctoral faculty and their areas of research. Prerequisites: Acceptance into the Ph.D. program and successful completion of PPM 707. Cr 6 (three each semester).

EDU 702: Contemporary Issues in Education Policy and Leadership

This course builds on EDU 701 and examines the role of the local, state, and federal government in creating educational policy to address contemporary education-related issues, and the impacts and challenges they pose for leadership in the context of federal, state, and local environments. As a group and individually, students will engage in careful readings and critical analyses of position papers, primary, empirical, and peer-reviewed studies that deal with current issues in educational policy drawn from various topics and from diverse political paradigms. Prerequisites: Successful completion of EDU 701. Cr 3.

EDU 705 Data Collection and Analysis in Education Research

This six hour, two-semester course follows EDU 701. This course focuses on mixed methods for conducting research in education policy and leadership. The course's emphasis is on the quantitative and qualitative methods of data collection and analysis that are appropriate for studying issues in the fields of education policy and leadership. Students will develop research questions and appropriate data collection and analysis methods for studying these questions. The following research designs will be emphasized: qualitative and mixed methods case studies, interview studies, survey research, correlation studies, experimental studies, and ex-post /causal comparative studies. Prerequisites: Acceptance into the Ph.D. program and successful completion of EDU 701. Cr 6 (three each semester).

EDU 706 Evidence Based 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 (Counseling)

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 Counseling Programs and Services

This course is intended for those preparing to be school counselors. It is designed to consider the conceptual framework for comprehensive developmental school 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. Prerequisite: Open to matriculated graduate students in the counselor education program or by special 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 15-20 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 620 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. 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 a 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 697 Psychoeducational Group Work Practicum

This course focuses on the development of concepts, attitudes, and skills necessary to lead psychoeducational groups effectively in a variety of settings. Integration of group dynamics with psychoeducational group theory and group techniques is emphasized. Additionally, behaviors of leader and participants are 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 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 (Human Resource Development)

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. Cr 3.

HRD 510 Aging and the Search for Meaning

This course explores psychosocial and spiritual aspects of successful human aging. Multidisciplinary perspectives on aging will be examined including historical, psychological, sociological, cultural and religious. Learners will discuss key issues related to aging and the search for meaning through the lens of various genres (e.g., research, theory, fiction) as well as their own personal experiences. Cr 3.

HRD 540 Mindfulness in Adult Learning

This course examines the role of mindfulness practices and first-person inquiry in adult learning. Participants will examine the meaning of mindfulness from multiple perspectives, participate in mindfulness practices, and learn how to use mindfulness techniques in personal and professional lives. Participants will explore effective practices to create inclusive learning spaces. This course fulfills a skills-based middle core requirement in the Adult & Higher Education program. Cr 3.

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. Cr 3.

HRD 551 Spirituality in Adult and Higher Education

This course examines the role of spirituality in adult and higher education. Historical and contemporary perspectives on ways in which spiritual issues influence the lives of educators and learners are explored. Questions this course investigates include: What is spirituality? How are core practices in adult and higher education such as learning, facilitating, advising, training, and managing affected by spiritual principles? In what ways has spirituality influenced social change in adult education? How does understanding and practicing spiritual virtues influence the personal and professional lives of educators and learners? Cr 3.

HRD 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 introduction to student affairs in higher education institutions. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S. Students will review and critique theories, models and orientations within student development, including the college student, and higher education institution culture and environment. In addition students will explore and analyze current issues in student development. The intent is to provide students with the foundation and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to careers in 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. HRD 600 is a required core course in the Adult and Higher Education program. 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 theory and practice of facilitating adult learning. Learners will examine effective facilitation skills for adult learners, develop and facilitate a content-focused lesson and a group discussion, provide constructive feedback to peers, and self-evaluate skills and goals as a facilitator. HRD 630 fulfills a skills-based middle core requirement in the Adult & Higher Education program. 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 Leadership in Adult and Higher Education

This course examines leadership skills necessary for the development and management of adult education centers, continuing education offices, professional development departments, and higher education programs to support adult learning. Particular attention is given to organizational culture, leadership styles and perspectives, development of vision and mission statements, personnel issues, team development, communication, conflict resolution, and identifying one's leadership philosophy. HRD 633 fulfills a skills-based middle core requirement in the Adult & Higher Education program. 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 Capstone Seminar in Adult and Higher Education This seminar is taken at the end of the M.S. in Adult and Higher Education program and addresses questions and issues of importance to the members of the course. Students review their program portfolio and select a key topic on which they have worked in the past in order to further develop this topic, facilitate a seminar module for their classmates, and write a publishable paper. At the end of the seminar students will review and evaluate their overall experience in the master's program. 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 in Adult Learning Completion Project

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. There are four options for projects: (1) field-based study (2) public policy initiative (3) publishable theory paper and (4) design of a curriculum for adult learners. Students in HRD 685 will participate in a support seminar with master's students who are doing internships and/or independent projects. Prerequisite: open to graduate students accepted into the CAS in Adult Learning who have completed 24 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 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.

PDS (Professional Development)

PDS 513 Integrating Mindfulness-based Stress Reduction & Social & Emotional Intelligence into the Classroom

This course provides training in Mindfulness-based Stress Reduction for teachers, counselors, and psychologists in school settings. Students learn Mindfulness techniques for themselves and for their students as well as for their relationships with colleagues. Through Mindfulness exercises and practice, group and dyad discussions, presentations, readings, and talks by the instructor, students will develop Mindfulness skills to integrate into the school setting for themselves as teachers and for students. The emphasis is on integrating Mindfulness into the classroom through modeling and seamlessly bringing Mindfulness to help students develop emotional and social skills. These skills help children thrive and as well give them a solid foundation for their academic studies. Cr 3.

PDS 514 Integrating Mindfulness-based Compassionate Communication into Education

Mindfulness serves as the foundation for learning Mindfulness-based Compassionate Communication. Having a foundation in mindfulness knowledge, study, practice, and skills, the student will have the essential beginnings to study and practice this language which has as its core empathy for oneself and others and one's experience rather than from evaluation, blame, advice, judgments. This language is conducive to use in all aspects of education as it gives language to respect, non-judgment, compassion for self and others whether students, colleagues, school staff, and parents. This is a language of connection built upon equality rather than a language of power-over, with the intention of meeting the needs of all people, including the needs of those in conflict, going from disconnection to connection between self, other, and groups. Prerequisites: Previous 3-credit or week-long Mindfulness-based Stress Reduction course or Instructor permission is required. Cr 3.

PDS 525 Introduction to Green Care

This course will provide an introduction to Green Care interventions within a wide range of counseling, educational, and healthcare contexts, with an emphasis on social and therapeutic horticulture/horticultural therapy, nature and wilderness therapy, ecotherapy, animal assisted therapy and care farming. The focus of the course will be on Nature Based Therapy and Treatment Interventions. Cr 3.

PDS 526 Exploration, Principles, and Ethics of Animal Assisted Interventions and Anthrozoology

This course will provide an overview of Animal Assisted Interventions (AAI). Topics include history, theories, research, terminology, safety and ethics, and the practice and differentiation between several forms of AAI. Emphasis will be placed on the importance of the human-animal bond as part of AAI for clients and practitioners. This course also focuses on the role of animals in human lives. This course provides the necessary foundation for understanding animal assisted activities and therapies in improving the lives of humans. Students will gain an understanding of the various roles animals play in counseling and education, and the clear legal and ethical boundaries and differentiation between educational and mental health practitioners of AAI. Cr 3.

PDS 527 Equine Assisted Interventions

This course will provide an introduction to the spectrum of Equine Assisted Activities and Therapies (EAAT) modalities, but will focus upon the mental health therapy and educational aspects of EAAT, clearly differentiating between therapy and therapeutic aspects, as well as roles and limitations for practitioners with different backgrounds and licensure. Topics include history, theories, research, terminology, safety and ethics, and the practice and differentiation between several forms of AAAT. Emphasis will be placed on the importance of the human-equine bond as pa1t of EAAT for clients and practitioners. The course will emphasize the role of the horse as co-facilitator and partner, working with the counselor or educator to facilitate treatment or educational goals. Students will have the opportunity to be supported to thoroughly investigate their specific areas of interest within the field of EAAT. Prerequisites: PDS 525 and PDS 526 or Instructor Permission**.** Cr 3.

PDS 528 Canine Assisted Interventions

This course will provide an introduction to Canine Assisted Activities and Therapies (CAAT), and will focus upon the mental health therapy and educational aspects, clearly differentiating between therapy and therapeutic aspects, as well as roles and limitations for practitioners with different backgrounds and licensure. Topics include history, theories, research, terminology, safety and ethics, and the practice and differentiation between several forms of CAAT. Emphasis will be placed on the importance of the human-canine bond as part of CAAT for clients and practitioners. The course will emphasize the role of the canine as co-facilitator and partner, working with the counselor or educator to facilitate treatment or

educational goals. Students will have the opportunity to be supported to thoroughly investigate their specific areas of interest within CAAT. Prerequisites: PDS 525 and PDS 526 or Instructor Permission. Cr 3.

PDS 529 Care Farming

This course will provide an overview of Care Farming, but will focus upon the mental health therapy and educational aspects of Care Farming, clearly differentiating between therapy and therapeutic aspects, as well as roles and limitations for practitioners with different backgrounds and licensure. The course will emphasize the counselor or educator working in a nature based/farm setting to facilitate treatment or educational goals. Topics include history, theories, research, terminology, safety and ethics, and the practice and differentiation between several forms of Care farming. Students will have the opportunity to be supported to thoroughly investigate their specific areas of interest within the field of Care Farming. Prerequisites: PDS 525 and PDS 526 or Instructor Permission. Cr 3.

PDS 535 Teaching and Learning in the Digital Age

Teachers will explore the use of online tools that support student learning, collaboration, and communication that extends beyond classroom walls. They will also become knowledgeable about curricular best practices and skills as they fit into the K-12 classroom. Emphasis is given to cloud computing and collaborative technologies for a digital age school. GSuite for Education as well as digital based learning theories will be explored. Educators will be exposed to many of the GSuite Applications as well as create a final project and presentation of how they will use the tools in the classroom setting. The topics explored each semester/year are dependent on current trends in digital learning and also change based on the interests of the participants. For that reason, this course may be repeated for credit up to three times (for a maximum of nine total credits earned). Cr 3, may be repeated twice for up to 9 credits.

PDS 551 Fostering Resiliency, Competency, and Safety: Effective Strategies for Teaching Struggling Students

This year long course will provide practicing teachers and school faculty the knowledge and skills that will assist in the planning, implementation, and evaluation of practical and effective strategies to address students' social and emotional health and skill deficits, while fostering resiliency, competency, engagement and safety for all students in the classroom. Throughout the course, participants will be practicing social, communication, and classroom management skills that reflect best practice, build connection with all students/families and create an atmosphere of safety in order to address students' barriers to academic, social and emotional growth. The complex needs of students presenting with chronic distress will be explored, as well as methods to bring relationship to the center of teaching without compromising academic integrity. Peer and instructor feedback sessions offer the opportunity to offer critical and supportive feedback while implementing identified changes to instructional and classroom management practices. Cr 3.

PDS 555 MACM Special Education Mentorship

This course is a semester-long online supervised school- or agency-based mentorship for conditionally certified teachers participating in the Maine Alternative Certification and Mentoring program (MACM). The teacher works under the direct supervision of a state appointed mentor following the guidelines approved by the state for 282 initial teacher certification. Topics and activities for the course are determined by the MACM program. Prerequisites: Program permission . Cr 3.

PDS 623 Dyslexia Remediation

This course prepares educators to use the Orton-Gillingham reading instruction method with students identified with dyslexia and related reading challenges. This is a year-long course that begins and ends at the start of each summer. Participants attend focused seminars during the summer to learn the history and science of reading disorders, effective instructional practices, and Orton-Gillingham instructional procedures. During the following school year, participants complete a required 100-hour practicum during which they apply their learning by providing twice-weekly afterschool tutoring for students with dyslexia at the Portland (Maine) Children's Dyslexia Center. Upon successful completion of the course, participants earn the Children's Dyslexia Centers' Dyslexia Practitioner 1 Certification. Cr 6.

SED (Special Education)

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. Prerequisite: SED 335 or SED 540, concurrently with EDU 445, or EDU 543, or EDU 550; 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 604 Behavioral Principles to Analyze Learning, Teaching, and Assessment

This introductory course introduces principles of teaching and learning demonstrated to be effective in improving student success in academics, behavior, and social skills. Included in the course are preparing learning objectives, designing direct and explicit instruction to address the objectives, defining assessment data gathering and analyzing procedures, and determining student progress and instructional adjustments. The course provides fundamental knowledge and skills used in several courses throughout the program focused on the multi-tier system of student support for academics and behavior, including Positive Behavioral Interventions and Supports and Progress Monitoring in reading and mathematics. 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 625 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 with mathematics difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. Starting with the five foundations of math instruction (e.g., conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition), the course describes the features of universal (e.g., Tier 1) core math instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive math instruction based on student learning needs. Participants will learn how to select and use scientifically validated mathematics instruction and assessment practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3), and special education mathematics instruction and assessment. Special attention will be paid to the research supporting this instruction and assessment. Cr 3.

SED 627 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 with reading difficulties in kindergarten through grade 12, including students with diverse abilities and backgrounds. 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 and assessment based on student learning needs. Participants will learn how to select and use scientifically validated reading instruction and assessment practices for students needing supplemental (e.g., Tier 2), intensive (e.g., Tier 3), and special education reading instruction and assessment. Special attention will be paid to the research supporting this instruction and assessment. 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 669 Critical and Creative Thinking in the Classroom

This course is designed for individuals who are concerned with providing critical and creative thinking lessons for all ability learners in the classroom. This course will look at ways to adapt instruction in order to create flexible, interactive, and authentic, higher level activities. Emphasis will include: identifying elements of critical and creative thinking; utilizing instructional strategies/techniques such as graphic organizers; providing for a variety of grouping arrangements and; developing assessment tools. 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 Special Education for 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. Prerequisites: Open to matriculated candidates in the Teaching Students with Mild to Severe Disabilities program or by permission of the Teacher Education Department. 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 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 (Educational and School Psychology)

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. Topics include respondent behavior and conditioning, operant behavior and conditioning, stimulus control, motivating operations, schedule influences on behavior, 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 SPY 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: Successful completion of SPY 601 or program permission. Cr 3.

SPY 606 Principles and Procedures for Behavior Intervention

This course examines the philosophical underpinnings of behavior analysis and behavior analytic procedures for promoting socially meaningful behavior change in applied settings. Emphasis will be placed on the application of behavior analytic principles and procedures to (a) decrease behaviors that interfere with functioning and (b) strengthen adaptive replacement behaviors. The dynamic interactions between academic, social-emotional, behavioral, and diversity influences on human functioning will be considered. The course includes a blend of assigned readings, lectures, discussions, clinical case examples, and applied learning experiences to develop student competencies. 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. This course includes lecture, practica experiences, small group discussion, and large group discussion learning experiences. The course is designed to meet the ethics training standards established by the BACB. 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 640 Supervision and Performance Management in Applied Behavior Analysis

This seminar provides training in behavior-analytic approaches to personnel supervision and management. Primary course topics include (a) ethical, competency-based models of supervision, (b) evidence-based staff training procedures, including behavioral skills training; and (c)

performance management practices. Students will gain an understanding of the purpose of supervision, learn strategies to deliver effective supervision to trainees and personnel responsible for delivering behavior-analytic services, and gain skills in applying behavior-analytic assessment and intervention procedures to improve personnel performance. Students also will conduct a self-assessment of professional competencies in applied behavior analysis in order to design individualized professional development plans. Class sessions will include a blend of lecture, discussion, role plays, and case-based application activities. 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 (Concentration in Applied Behavior Analysis) program; or program permission. 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 explores current conceptualizations of psychopathology by examining clinical, empirical, and theoretical information related to psychological disorders across the lifespan. The course reviews diagnostic classification systems; the symptomology, etiology, and treatment of common disorders; and major issues in the field of psychopathology. Emphasis will be placed on (a) the biological, developmental, social, and cultural influences on behavior and mental health and (b) the extent to which psychological disorders impact social, emotional, behavioral, and academic/occupational functioning. Prerequisites: Matriculation in Educational or School Psychology programs, 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 688 Specialist-Level Internship in School Psychology

The specialist-level internship is the culminating training experience within the MS in Educational Psychology (School Psychology Concentration) program. The internship requires completion of 1500 hours of practice in a school setting under the supervision of a credentialed school psychologist. Students may complete the internship on a full-time basis for one academic year or on a part-time basis for two academic years. The internship provides broad training in assessment, intervention, consultation, and applied research to prepare students for entry-level professional practice. Prerequisites: Matriculation in the MS in Educational Psychology (School Psychology Concentration) program; successful completion of all required courses and practica within the degree program; and program permission. Cr 9 total (1-3 per semester).

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, Joly, McDonnell, Pavri, Savage, Swanson; Associate Professors: Hamilton, Handman, Kim, LaPlante; Associate Research Professor: Huston, Jonk, Lichter; Assistant Professors: Michaud, Ziller; Assistant Research Professor: Ahrens, Paulu; Practice Faculty: Sahonchik, Tupper; Lecturer: Dobres, Ghezzi, Lockridge

Administrative Specialist: Fox

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), Public Health (BPH), Tourism and Hospitality (TAH) programs, as well as a wide spectrum of undergraduate certificates and certificates of graduate study. Muskie graduates work in many fields in the public, non-profit, and private sectors.

Muskie School and Cutler Institute

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 in Gorham and Portland.

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-Anthropology:

- **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 Graduate 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** [3] 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 Laboratory (COS 160/170 must be taken together)
- COS 184 Python Programming
- 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.)

MPPM in Policy, Planning, and Management

Description

The MPPM prepares students for professional leadership roles in government, nonprofit and community organizations, and other public service settings. The MPPM curriculum develops robust, multi-disciplinary foundational knowledge and skills that will permit graduates to excel in the complex and interrelated fields of policy, planning, and management. Coursework focuses on conceptual learning and application through use of real-world data, case studies, client- and community-based projects and assignments, and provides opportunities to apply learning to contemporary issues and challenges. The degree serves working professionals and pre-career students from varied educational backgrounds who aspire to leadership roles and careers as managers, planners, researchers, analysts, or advocates in public service.

The goals of the Program are to educate students to:

- Comprehend the institutional and inter-organizational structures and fundamental concepts and methods of public policy, planning, and management.
- Identify and describe problems and evaluate potential solutions from diverse political, economic, social justice, and ethical perspectives.
- Participate in and contribute effectively to the public policy process.
- Use data and quantitative and qualitative analytical approaches to define and analyze problems and identify and evaluate feasible solutions.
- Design and plan responses and monitor implementation in organizations and communities.
- Evaluate approaches to public, private, and non-profit organizational leadership and management.
- Engage diverse stakeholders and facilitate civil civic discourse, community participation, and public-private cooperation.
- Communicate clearly and interact effectively and inclusively with a diverse citizenry and workforce.

Program Requirements

The 36-credit degree program provides a rigorous core of six courses (18 credits) augmented with an 18-credit concentration in *Public Policy; Community Planning and Sustainable Development; or Public and Nonprofit*. As part of the concentration, students must complete an applied experience or develop an academic portfolio. Students with little or no public service experience normally complete a 3-credit public service internship. More experienced students may enroll in a 3-credit workshop course or capstone seminar or develop a non-credit academic portfolio that provides evidence of mastery of MPPM competencies. Students with strong interests and appropriate preparation for study in areas not covered by one of the three concentrations may seek approval from the Program to pursue a self-designed plan of study.

Waiver of Required Course Request

A student may request waiver of a program requirement by demonstrating adequate mastery of the subject matter. Evidence may include a graduate course syllabus, an undergraduate or graduate transcript, successful completion of an examination, submission of work samples, or other means acceptable to the faculty member teaching the course. Permission to waive a requirement does not reduce the credit requirement for graduation; students take additional electives to attain the minimum of 36 credits required for graduation.

The Core Curriculum

A core curriculum of 18 credits assures an understanding of the basic principles and methods of public policy, planning, and public and nonprofit management.

Core Curriculum Requirements

- PPM 510/610 Governance, Democracy, and Public Policy
- PPM 512/612 Sustainable Communities
- PPM 515/615 Organizational Leadership
- PPM 535 Managing Government and Nonprofits

- PPM 601 Applied Data Analysis and Statistics
- PPM 640 Public Finance and Budgeting

Public Policy Concentration

The Public Policy Concentration focuses on building skills in policy research and analysis, policy formulation and evaluation, and policy advising and communication. This concentration is appropriate for students seeking professional careers in government accountability and fiscal policy analysis agencies, executive and legislative policy advising, and think tanks, consulting firms, and advocacy organizations that generate public policy research and analysis.

The learning outcomes of students in the Public Policy Concentration include:

- Research and analyze public policies and policy proposals using appropriate frameworks and methods, synthesize results, and make recommendations.
- Identify and evaluate distributional effects of policy issues, public policies, and proposed solutions, including the potential for unintended consequences.
- Identify and articulate competing interests in public policy and social justice debates, including the influence of values, ethics, ideologies, and public opinion.
- Communicate clearly and effectively the results of policy research and analysis, orally and in writing, to decision makers and non-technical audiences.

Students pursuing the Public Policy Concentration complete a three-credit required course in policy analysis and form a foundation for professional work by selecting 9 credits from a short list of public policy frameworks and methods courses, and an additional 6 credits of electives. As part of the concentration, students must complete one of four options: PPM 696, a 3-credit public service internship; PPM 613, a 3-credit project-based course; PPM 699, a 3-credit capstone seminar, or a non-credit academic portfolio.*

Public Policy Concentration - Required Course:

- PPM 622 Applied Policy Analysis

Public Policy Concentration – Select 9 credits from the following courses:

- PPM 503/603 Applied Research Methods
- PPM 524 Social Justice and Public Policy
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 570 Policy Argumentation and Advocacy
- PPM 611 Economics for Policy and Planning
- PPM 613 Policy, Planning, and Management Workshop
- PPM 696 Public Service Internship or PPM 699 Capstone Seminar*

Public Policy Concentration – Select 6 Additional Credits from the above list or from the following:

- PPM 522 Introduction to ArcGIS
- PPM 542 Policy Issues in Maine
- PPM 545 Grant Writing and Development
- PPM 560 Crisis and Risk Management
- PPM 609 Topics in Public Policy
- PPM 632 Human Resource Management and Policy
- PPM 672 Food Planning and Policy
- PPM 676 Energy Policy and Planning
- PPM 683 Environmental Law and Policy
- ESP 521 Natural Resource Policy
- GEO 555 Gender, Race and Class in the City
- Other courses may be approved by your advisor upon request.

*Students who complete a non-credit portfolio in lieu of capstone seminar, workshop in PPM, or a public service internship take an additional elective course.

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 should 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 pursuing the Public and Nonprofit Management Concentration choose one of the two three-credit required courses and form a foundation for professional work by selecting 9 credits from a short list of public and nonprofit management frameworks and methods courses, and an additional 6 credits of electives. As part of the concentration, students must complete one of four options: PPM 696, a 3-credit public service internship; PPM 613, a 3-credit project-based course; PPM 699, a 3-credit capstone seminar, or a non-credit academic portfolio.*

Public and Nonprofit Management Concentration - Required Courses:

- PPM 630 Innovation and Change in Nonprofits or PPM 534 Managing Cities, Towns, and Counties

Public and Nonprofit Management Concentration - Select 9 credits from the following courses:

- PPM 522 Introduction to ArcGIS
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 534 Managing Cities, Towns, and Counties
- PPM 560 Crisis and risk management
- PPM 613 Policy, Planning, and Management Workshop
- PPM 630 Innovation and Change in Nonprofits
- PPM 632 Human Resource Management and Policy
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors
- PPM 696 Public Service Internship or PPM 699 Capstone Seminar*

Public and Nonprofit Management Concentration - Select 6 Additional Credits from the above list or from the following:

- PPM 503/603 Applied Research Methods
- PPM 545 Grant Writing and Development
- PPM 550 State and Local Economic Development
- PPM 553 Volunteer engagement and management
- PPM 570 Policy Argumentation and Advocacy
- PPM 616 Policy, Planning, and Management Law
- PPM 639 Topics in Public and Nonprofit Management
- Other courses may be approved by your advisor upon request.

* Students who complete a non-credit portfolio in lieu of capstone seminar, workshop in PPM, or a public service internship take an additional elective course.

Community Planning and Sustainable Development Concentration

The Community Planning and Sustainable Development 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 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 Community Planning and Sustainable Development 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 pursuing the Community Planning and Sustainable Development Concentration complete a three-credit required course in community planning and form a foundation for professional work by selecting 9 credits from a short list of community planning and sustainable development frameworks and methods courses, and an additional 6 credits of electives. As part of the concentration, students must complete one of four options: PPM 696, a 3-credit public service internship; PPM 613, a 3-credit project-based course; PPM 699, a 3-credit capstone seminar, or a non-credit academic portfolio.*

Community Planning and Sustainable Development Concentration - Required Courses

- PPM 507/607 Introduction to Community Planning

Community Planning and Sustainable Development Concentration - Select 9 credits from the following courses:

- PPM 522 Introduction to ArcGIS or GEO 605 Remote Sensing or GEO 608 GIS Applications I
- PPM 550 State and Local Economic Development
- PPM 560 Crisis and Risk Management
- PPM 611 Economics for Policy and Planning
- PPM 613 Policy, Planning and Management Workshop
- PPM 664 Introduction to Town Design and SketchUp
- PPM 696 Public Service Internship or PPM 699 Capstone Seminar*

Community Planning and Sustainable Development Concentration – Select 6 Additional Credits from the above list or from the following:

- PPM 503/603 Applied Research Methods
- PPM 524 Social Justice and Public Policy
- PPM 534 Managing Cities, Towns and Counties
- PPM 581 Global Planning Issues: Megacities and Megacity Regions
- PPM 616 Policy, Planning, and Management Law
- PPM 665 Transportation Planning and Policy
- PPM 668 Topics in Community Planning and Sustainable Development
- PPM 672 Food Planning and Policy
- PPM 683 Environmental Law and Policy
- GEO 502 Gender, Work, and Space
- GEO 503 Economic Geography
- GEO 618 GIS Applications II
- ESP 570 Solid Waste Planning and Policy
- Other courses may be approved by your advisor upon request.

* Students who complete a non-credit portfolio in lieu of capstone seminar, workshop in PPM, or a public service internship take an additional elective course.

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 per 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 Applied Data Analysis and Statistics

Select an additional three courses (9 credits) from the following list:

- PPM 503/603 Applied Research Methods
- PPM 522 Introduction to ArcGIS
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 622 Applied Policy Analysis
- MPH 535 Introduction to Epidemiologic Research
- MPH 545 Applied Biostatistics
- MPH 650 Applied Public Health Research and Evaluation
- MPH 676 Data Management and Analytics
- MPH 677 Regression Models in Health Sciences

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 per 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 507/607 Introduction to Community Planning
- PPM 512/612 Sustainable Communities

Select two additional courses (6 credits) from the following:

- PPM 501 Planning Theory
- PPM 522 Introduction to ArcGIS
- PPM 534 Managing Cities, Towns and Counties
- PPM 550 State and Local Economic Development
- PPM 613 Policy, Planning and Management Workshop
- PPM 664 Introduction to Town Design and SketchUp
- PPM 665 Transportation Planning and Policy
- PPM 668 Topics in Community Planning and Sustainable Development

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 per 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.

Required Courses (3 credits)

- PPM 622 Applied Policy Analysis

Select three additional course (9 credits) from the following:

- PPM 503/603 Applied Research Methods
- PPM 524 Social Justice and Public Policy
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 570 Policy Argumentation and Advocacy
- PPM 601 Applied Data Analysis and Statistics
- PPM 609 Topics in Public Policy
- PPM 611 Economics for Policy and Planning
- PPM 640 Public Finance and Budgeting
- MPH 660 Health Policy (prerequisite MPH 525 American Health Systems or permission of instructor

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 per semester.

Program Requirements

Students select four courses (12 credits); one required course and three electives from the following list of approved courses. Other courses may be approved upon request.

Required Courses (3 credits)

- PPM 535 Managing Government and Nonprofits

Select three additional courses (9 credits) from the following:

- PPM 515/615 Organizational Leadership
- PPM 531 Measuring Performance in the Public and Nonprofit Sectors
- PPM 534 Managing Cities, Towns, and Counties
- PPM 545 Grant Writing and Development
- PPM 553 Volunteer Engagement and Management
- PPM 560 Crisis and Risk Management
- PPM 630 Innovation and Change in Nonprofits
- PPM 632 Human Resource Management and Policy
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors
- PPM 639 Topics in Public and Nonprofit Management

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
This course focuses on applied social science research methods used in policy, planning, and organizational analysis. Topics include research ethics, working with human subjects, validity and reliability, research design, quantitative and qualitative methods of data collection, questionnaire development, and applied social science research techniques. Course materials are specifically designed to illustrate research problems faced by policy analysts, planners and public/nonprofit managers. Students will gain experience through the application of research tools throughout the course, preparing students to undertake a variety of capstone projects. Cr 3.

PPM 507/607 Introduction to Community Planning
This 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 510/610 Governance, Democracy, and Public Policy
This foundational course explores democracy as not only a form of governance but as a way of living that touches every aspect of society. Students consider the constitutional foundations, institutions, and the formal and informal processes through which states protect and serve their people, and advance their interests as well as contemporary perspectives regarding the nature of democracy, the concept of governance, and the application of governing in an increasingly complex society. The course offers students the opportunity to explore current policy issues that present challenges for democratic governance in American society such as populism and the rise of authoritarian leaders, money in politics, equality, voting issues, and social media. Through readings, class exercises and case studies students consider how the modern state fulfills

traditional core functions (such as security, basic welfare, opportunity for enrichment) when the range of issues and problems requiring action has increased, competition for resources has accelerated and as confidence in government is declining. 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 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 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 524 Social Justice and Public Policy
The course introduces students to competing theories of social justice and how philosophies of social justice influence public policy, community planning, and public service administration, and the role of government in promoting social justice. The course considers how theories of social justice may aid in framing and reforming public policies and addressing contemporary social issues. Topics will vary depending on the interests of the instructor and current events, but may include income, gender, and racial inequality; economic and social mobility; racial and class segregation; poverty, homelessness and housing; civil rights, same-sex marriage, and LGBT discrimination; environmental injustice; and criminal and juvenile justice. 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 is placed upon the actions of managers interacting with department managers, the public, and volunteer committees. Cr 3.

PPM 535 Managing Government and Nonprofits
This course provides students with an introduction to the field of public and nonprofit management and an understanding of the institutional, political, organizational, and ethical challenges of operating public organizations. There will be special attention to how nonprofit and public organizations are functioning in the “new normal” of greater need, concentrated wealth, increased poverty and decreased social mobility, and its effects on enhancing connections and building collaboration between public, nonprofit and private sector organizations and the communities they serve. Students will explore the similarities and differences between public, nonprofit and private organizations, evaluate the environment of public organizations, consider the importance of working in diverse communities and identify how different structural and environmental factors constrain and enhance the ability of managers to achieve their organization’s mission. Through case work and learning opportunities in the field, students will explore in-depth many current management issues, diagnose problems and develop feasible solutions by applying theories and frameworks to “real world” problems in public and nonprofit organizations as well as develop management tools and skills needed for directing programs, people and resources to solve complex problems. Cr. 3

PPM 542 Policy Issues in Maine
This course is offered periodically to examine critical policy issues facing Maine. A particular course may focus on a single policy issue in-depth or consider a range of topics. The course will typically feature speakers with expertise and experience in dealing with these issues from diverse perspectives. 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 Local Economic Development
This course considers local, regional and state economic development strategies and programs and surveys basic analytical tools including 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 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 565/665 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 Policy 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 organizing for analysis and making sense of data, description and summarization of data distributions, graphing data and trends using Excel, correlation analysis methods, and an introduction to simple and multiple linear regression analysis. Students learn to select and apply statistical methodology appropriately and evaluate critically work done by others. A case study approach helps students acquire and apply skills in public policy, planning, and management settings and practice communicating methods and findings persuasively to non-technical but knowledgeable audiences. Cr 3.

PPM 609 Topics in Public Policy
This course is offered periodically to examine selected topics and current issues in public policy. Cr 3.

PPM 611 Economics for Policy and Planning
This course introduces students to the essential concepts and analytical tools of microeconomics and demonstrates how these concepts are used in analyzing public policy problems and designing appropriate responses. Through discussion of how individuals and organizations make decisions, students will develop an economic framework with which to analyze complex public policy and planning issues. The course offers students opportunities to apply their learnings to their interests in Maine and national policy issues such as income inequality, racial and gender inequality, housing policy and segregation, and education. Some familiarity with microeconomic concepts is assumed. Cr 3.

PPM 613 Policy, Planning, and Management Workshop
In this project-based course, students employ policy, planning, and management knowledge to address significant issues that affect places and organizations. Students work in small teams to design, research, produce, and communicate professional-level projects during a single semester. Cr 3.

PPM 616 Policy, Planning, and Management Law
This course introduces how the Constitution and law shape the administration of local and state government in areas such as land use, access to public records, public hearings, and public meetings. Concepts of due 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 Nonprofits
This course offers students a conceptual framework for understanding the role of nonprofit organizations in a market economy and democratic society and the challenges that are a natural feature of the nonprofit sector. Nonprofit leaders make decisions in increasingly networked environments that are characterized by uncertainty, resource constraints, competition for human resources, barriers to coordination as well as political, policy and community challenges. Students will consider the unique social, economic and policy environment in which nonprofit organizations reside in Maine and nationally, and identify effective strategic, governance, and management approaches in supporting innovation and change in the nonprofit sector. The course is organized to enable students to engage directly with nonprofit organizations and explore the opportunities and resistance to change, barriers to innovation as well as problem-solving techniques that promote nonprofit success and growth. Cr. 3.

PPM 632 Human Resource Management and Policy
This course examines human resource management and policies 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 and public organizations. Topics include the development of employment systems and the notion of work, the policies and functions associated with personnel management, and considers contemporary human resource management and policy issues such as workforce development, equity and diversity, talent acquisition, knowledge management, artificial intelligence, work-life balance, 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 639 Topics in Public and Nonprofit Management
This course is offered periodically to examine selected topics and current issues of importance to public and/or nonprofit organizations and managers. 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 policy development and 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 from the perspective of its impacts on the economies and fiscal options of lower governmental levels. Students entering the course should be familiar with Excel. Cr 3.

PPM 668 Topics in Community Planning and Sustainable Development
This course is offered periodically to examine selected topics and current issues in planning and sustainable development. 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 when elements may 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 respecting 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 Seminar
Near the end of the MPPM program, students complete an individual or team project resulting in a paper or other product that demonstrates competence to undertake professional work in public policy, planning, and management. The individual student or team 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 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 33 credit hours of Required Core Courses. In addition, students must take an additional 12 elective credit hours of which at least 9 elective credits must be courses with the MPH designation. The remaining three credits may include a course from the MPH program or other programs.

No course with a final grade of less than B- will be accepted towards graduation requirements. To demonstrate satisfactory progress towards the MPH degree and be eligible for graduation, students must maintain a GPA of 3.0. In accordance with USM Graduate Studies' policy, if a student's cumulative GPA falls below 3.0, the student will be placed on probation and must bring the cumulative GPA to 3.0 level within the next semester or s/he will be withdrawn from the program.

Required Core Courses – 33 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 12 elective credits. Elective credits may be drawn from the elective list below. Students must select a minimum of 9 credit hours that carry the MPH prefix.

MPH Electives:

- MPH 500 Introduction to Public Health
- MPH 539 Topics in Public Health (students may take multiple times with different topics)
- MPH 635 Health Law and Ethics
- MPH 655 Public Health Practice
- MPH 665 Health Economics
- MPH 670 Quality Improvement
- MPH 677 Regression Models in Public Health
- 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)

Pre-approved elective courses from other programs:

- GEO 608 Geographic Information System Applications I
- GEO 618 Geographic Information Systems Applications II
- PPM 545 Grant Writing and Development
- MBA 676 Data Management and Analysis (online)
- MBA 677 Information Visualization (online) (Prerequisite: MPH 676 Data Management and Analysis or permission of the instructor)

Recommended Course Sequence

Full-time MPH Students
Year 1, Fall Semester - 9 credits:

- MPH 525 American Health Systems
- 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)
- MPH 555 Environmental Health

Year 1, Summer - 6 credits:

- MPH 698 Field Experience
- Elective 1 (3 credits)

Year 2, Fall Semester - 9 credits:

- MPH 650 Applied Research and Evaluation
- MPH 580 Health Literacy
- Elective 2 (3 credits)

Year 2, Spring Semester - 9 credits:

- MPH 699 Capstone
- Elective 3 (3 credits)
- Elective 4 (3 credits)

Part-time MPH Students
Year 1, Fall Semester - 6 credits:

- MPH 525 American Health Systems
- 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 575 Health Program Planning and Management
- MPH Elective 1 (3 credits)

Year 2, Spring Semester - 6 credits:

- MPH 660 Health Policy (prerequisite MPH 525 American Health Systems or permission of instructor)
- MPH 555 Environmental Health

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 580 Health Literacy

Year 3, Spring Semester - 6 credits:

- MPH 699 Capstone
- MPH Elective 3 (3 credits)

Year 4, Fall Semester - 3 credits:

- Elective 4 (3 credits)

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 meet once a week on the USM Portland campus and are scheduled in the late afternoon and evening for the convenience of working students. 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

Students beginning in the fall start with MPH 580.
Students beginning in the spring start with MPH 670.
Students beginning in the summer start with MPH 683.

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.

For more information, please contact:

Erika Ziller, PhD
Muskie School
Phone: (207) 780-4615
Email: erika.ziller@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 677 Regression Models in Health Sciences
- 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.

Public Health Course Descriptions

MPH 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 525 American Health Systems
Health-related activities represent more than one-sixth of the U.S. economy and include substantial investment of public and private resources. The goal of this course is for students to develop a critical understanding of the organization and financing of the American health care and public health systems. The course examines the factors that influence the health of individuals and populations; how health care services and health/public health systems are organized, financed, and governed; how these systems function; the relationships among consumers, public and private purchasers/payers, and providers; the market and policy environments affecting systems' performance; and the outcomes of these activities including the health and well-being of citizens. Cr 3.

MPH 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
The course focuses on current topics in public health with an emphasis on special populations, diseases, or events. The course is designed to address public health concerns that are timely and relevant; topics will rotate periodically in response to student demand and/or emerging public health issues. Prior topics have included infectious disease, obesity, global health, child health, and substance use disorders. Cr 3.

MPH 545 Applied Biostatistical Analysis

This course is intended to give students a working understanding of the major types of biostatistical analyses commonly used in public health, laboratory sciences, and clinical research. Topics include estimation, hypothesis testing, non-parametric statistical models, correlation, t-tests, analysis of variance, categorical data analysis, linear regression, and use of SPSS software. 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 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 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 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
This course 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. Students then apply 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 677 Regression Models in Public Health
This course will familiarize students with the use of regression models for the analysis of epidemiologic and other public health data. Topics will include linear regression, logistic regression, log-binomial regression, and proportional hazard models. Students will work on individual projects using publicly available national datasets and will learn to use SAS software for conducting analyses. 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 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 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 708 Economics for Policy, Planning and Management
- PPM 715 Government, Democracy and Public Policy Making
- PPM 716 Organizational Leadership
- 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 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 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 716 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 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.

Recommended Course Sequence

NOTE: The program reserves the right to change the sequence of courses and although the program is designed to be face-to-face, some courses may be blended or have online requirements for course completion.

Year 1: Fall

- PPM 715 Government, Democracy and Public Policy Making
- EDU 701 Foundations of Education Policy and Research-part 1

Year 1: Spring

- PPM 708 Doctoral Economics and Public Policy
- EDU 701 Foundations of Education Policy and Research-part 2

Year 1: Summer

- EDU 702 Contemporary Issues in Ed. Leadership and Implications for Policy
- EDU 705 Data Collection and Analysis in Education Research—part 1 (quantitative)

Year 2: Fall

- PPM 704 Seminar in Public Organization and Management
- EDU 705 Data Collection and Analysis in Education Research—part 2 (qualitative)

Year 2: Spring

- PPM 709 Doctoral Applied Policy Analysis
- EDU 708 Dissertation Proposal Seminar

Year 2: Summer

- EDU 706 Evidence-based Practice and Programs-part 1
- EDU 799 Dissertation in Education

Year 3: Fall

- EDU 799 Dissertation in Education
- EDU 706 Evidence-based Practice and Programs -part 2

Year 3: Spring

- EDU 799 Dissertation in Education (3-6 credits)

Social Work Overview

Location: Masterson Hall, Portland

Director: Jeanette Andonian

B.S.W. Coordinator: Paula Gerstenblatt

M.S.W. Coordinator: Dorothea Ivey

Professors: Johnson; Associate Professors: Andonian, Gerstenblatt, Kohli; Assistant Professors: Casey, Gentles-Gibbs, Giamportone, Ivey, Shanti, Wampole

Emeritus Professors: Belicose, Faherty, Fineran, Healy, Lazar, Rich, Wagner

Manager of Field Education: Fitch

Field Coordinator: Gramlich

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.

There are three different cohorts for the regular MSW program: full-time (2 years), part-time (four years), low residency (3 years). We also offer two options for Advanced Standing students: full-time (1 year) and part-time (2 years). All students in the regular program options complete 61 credits; All advanced standing students complete the 600-level curriculum only which is 33 credits.

The first year curriculum (foundation year) 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 of the full-time program, (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 semesters of field work and two electives. In consultation with their faculty advisors, 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 regular MSW degree is 61 credits, which can be taken in a two, three or four year sequence. Students will be admitted as a cohort group either to the two year (full-time), three year (low residency), or four year (part-time) course sequence. In extenuating circumstances, an extension of the time requirement for completing the MSW program may be considered (see the MSW Student Handbook). The foundation year field placement includes 480 hours and the concentration year placement is 600 hours, each across two consecutive semesters. For low residency students, the two fieldwork placements are taken during the second and third years. All students enrolled in fieldwork are required to take the associated practice courses concurrently. Practice and field courses cannot be taken independently. Successful completion of foundation year fieldwork and practice is a prerequisite for entering concentration year field and practice.

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 across two consecutive semesters, in line with the concentration year curriculum plan. 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. Please see the MSW Student Handbook for more details about this request process.

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 through the Office of Graduate Studies. Graduate assistants must carry a minimum of 6 credits of course work per semester. Duties may involve research and other projects for assisting social work 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 those that are detailed at the beginning of this catalog.

Advisement

Each student is 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 for courses for the upcoming 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 regular 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 for 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 (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 faculty advisors and submit a LOA **form** for approval by the MSW Program Coordinator.

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. In order to petition this, students must obtain the approval of their faculty advisor and the MSW Program Coordinator before being submitted to the Director and the CMHS Dean. A waiver notification will then be sent to the Office of Graduate Studies. 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.

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 504, Social Welfare Policy I; SWO 505 Social Work Research I. Please note that current matriculated students have priority in registering for these courses. 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 through 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

Please follow the links below to review course lists and curriculum sequences for each cohort.

Two and Four Year Regular Sequences and One and Two Year Advanced Standing Sequences:

https://usm.maine.edu/swo/msw-curriculum-guide

Low Residency Three Year Regular Sequence

https://usm.maine.edu/swo/msw-low-residency-course-sequence

Social Work Course Descriptions

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 Addictions & Substance Use: Critical Analysis, Theory, and Best Practice
Addictions & Substance Use: Critical Analysis, Theory, and Best Practice is an exploration and examination of the causes, family dynamics, cultural issues, medical aspects, treatment, and prevention modalities of drug and alcohol and behavioral use, abuse, dependency and addiction along with the influences of co-occurring disorders and integrated treatment practices. This course is designed to provide students with a foundation in both direct and indirect social work practice issues with clients, families and communities (micro, mezzo, macro) challenged by addiction and co-occurring disorders. Focus regarding treatment and care will be given to multiple viewpoints including moderation, harm reduction, medication assistance, and abstinence. 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 social work paradigms. Emphasis will be placed on the integration of ethics and the process of reflection within a generalist practice of social work. SWO 393 is offered during spring semester only. 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 anticipated at the end of the previous fall semester; Students must take SWO 365 and SWO 370 as pre or co-requisite; 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. 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 412 taken concurrently. Cr 3.

SWO 404 Methods of Social Work Practice III
This course 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
This is a senior year course for social work majors taken concurrently with the methods courses. Students are required to engage in a year-long 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 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
This is a continuation of SWO 411 taken in spring term concurrently with the methods course during the final semester of the internship. Must be taken as the second in the 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 Addictions & Substance Use: Critical Analysis, Theory, and Best Practice
Addictions & Substance Use: Critical Analysis, Theory, and Best Practice is an exploration and examination of the causes, family dynamics, cultural issues, medical aspects, treatment, and prevention modalities of drug and alcohol and behavioral use, abuse, dependency and addiction along with the influences of co-occurring disorders and integrated treatment practices. This course is designed to provide students with a foundation in both direct and indirect social work practice issues with clients, families and communities (micro, mezzo, macro) challenged by addiction and co-occurring disorders. Focus regarding treatment and care will be given to multiple viewpoints including moderation, harm reduction, medication assistance, and abstinence. 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. This course relies heavily upon theories presented in SWO 502 and SWO 552.
Prerequisites: SWO 502 and 552. This course is best taken concurrently with fieldwork. 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 by the student and the selected faculty chair, 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 Deans, Christine R. Maher, Brenda Petersen; Senior Associate for HR Administration, Susan Taylor; Senior Staff for Academic Administration, Bonnie Stearns; Director of Computer Technology, Jason Howard; Laboratory Manager, Chad Seeley; Manager of Laboratory Operations and Special Projects, Douglas Murphy; Director of Simulation Facilities, Scott Cook

The College of Science, Technology, and Health (CSTH) offers a wide variety of majors and programs leading to graduate and professional study, and directly to careers. The College also offers courses and programs of study to students in all colleges of the University for intellectual development and aesthetic enrichment. The College is organized into the following departments and schools:

- Biological Sciences
- Chemistry
- Computer Science
- Engineering
- Environmental Science and Policy
- Exercise, Health, and Sport Sciences
- Linguistics
- Mathematics and Statistics
- School of Nursing
- Physics
- Psychology
- Technology

The College's degree programs prepare students for productive and rewarding lives and provide knowledge and skills for many careers. Students, faculty, and alumni apply theory and use scientific and mathematical principles and techniques to solve practical problems and contribute to society in many ways. The College's academic programs are designed and delivered so that all students who are prepared and motivated can successfully complete them. Graduates have (1) technical competence with both depth and breadth; (2) a wide range of knowledge enabling them to function effectively in the professional world; (3) transferable skills such as reasoning, problem-solving, verbal and written communications, teamwork, and leadership; and (4) motivation to continue to learn and grow professionally. Graduates secure gainful employment and are well prepared for admission to graduate and professional programs.

Degrees, Certificates, and Minors

- Bachelor of Arts
- Bachelor of Science
- Master of Science
- Doctorate
- Certificates of Undergraduate Study
- Certificates of Graduate Study
- Certificates of Advanced Study
- Minors
- Transfer Programs

Bachelor of Arts (back to list)

- Chemistry
  - Secondary Teacher Education Concentration
- Environmental Planning and Policy
- Linguistics
  - ASL/English Interpreting Concentration
  - ASL Linguistics Concentration
  - French Linguistics Concentration
    - K-12 Teacher Education Concentration
  - Spanish Linguistics Concentration
    - K-12 Teacher Education Concentration
  - Speech and Language Science Concentration
- Mathematics

    - Applied Mathematics and Operations Research Concentration
    - Pure Mathematics Concentration
    - Statistics Concentration
    - Secondary Teacher Education Concentration
- Physics
    - Secondary Teacher Education Concentration
- Psychology
- Self-Designed Major
    - Elementary Teacher Education

Bachelor of Science (back to list)

- Applied Technical Leadership
- Biochemistry
- Biology
    - Biotechnology Concentration
    - General Biology Concentration
    - Human Biology Concentration
    - Secondary Teacher Education Concentration
- Chemistry
- Computer Science
- Cybersecurity
- Electrical Engineering
    - Computer Engineering Concentration
- Environmental Science
    - Secondary Teacher Education Concentration
- Exercise Science
- Health Sciences
- Information Technology
- Mechanical Engineering
- Nursing
    - Accelerated Program
    - R.N. to B.S. Degree
- Recreation and Leisure Studies
    - Therapeutic Recreation Concentration
- Technology Management
    - Electro-Mechanical Systems Concentration
    - Industrial Management Concentration
    - Information and Communications Technology Concentration
    - Precision Manufacturing Concentration

Master of Science (back to list)

- Athletic Training
- Biology
- Cybersecurity
- Nursing
    - Administration and Leadership
    - Adult-Gerontology Acute Care Nurse Practitioner
    - Family Nurse Practitioner
    - Nursing Education
    - Psychiatric-Mental Health Nurse Practitioner (across the lifespan)
    - RN to Master of Science Degree Program for Registered Nurses
- Statistics
    - Data Science
    - Applied Statistics
    - Operations Research and Applied Mathematics
    - Professional Science Master's Degree in Biostatistics

Doctorate (back to list)

- Doctor of Nursing Practice (DNP)

Certificates of Undergraduate Study (back to list)

- Actuarial Science
- Applied Energy
- Environmental Education
- Foundations of Holistic Health
- Gerontology
- Pre-Medical Studies (post-baccalaureate)
- Pre-Veterinary Studies (post-baccalaureate)
- Statistics

Certificates of Graduate Study (back to list)

- Cybersecurity
- Data Science
- Statistics

Certificates of Advanced Study (back to list)

- Nursing (post-master's)

Minors (back to list)

- Actuarial Science
- Applied Energy
- Applied Mathematics
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Cybersecurity
- Deaf Studies
- Disabilities Studies
- Ecology
- Electrical Engineering
- Environmental Policy
- Environmental Science
- Environmental Sustainability
- French Language
- German Language
- Holistic and Integrative Health
- Industrial Management
- Information and Communications Technology
- Linguistics
- Mathematics
- Mechanical Engineering
- Nature Tourism
- Physics
- Project Management
- Psychology
- Recreation Leadership
- Spanish Language
- Statistics
- Wabanaki Languages

Transfer Programs (back to list)

- Engineering: two-year, non-degree
- Pre-pharmacy: two-year, non-degree

Accreditations

The School of Nursing baccalaureate and master's programs are approved by the Maine State Board of Nursing and accredited by the

Commission on Collegiate Nursing Education (CCNE). The athletic training 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 linguistics ASL/English Interpreting program is accredited by the Commission on Collegiate Interpreter Education (CCIE). The electrical engineering and mechanical engineering programs are accredited by the Engineering Accreditation Commission (EAC) of ABET, and the computer science program is accredited by the Computing Accreditation Commission (CAC) of ABET. Technology programs are accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). In addition to these accreditations, the University of Southern Maine is accredited by the New England Association of Schools and Colleges (NEASC).

Departmental or Program Requirements

The College requires that every baccalaureate degree student fulfill the requirements of the university's Core Curriculum and major program as noted in the catalog section devoted to each department's or school's majors. These requirements may be greater than the College minimum requirements. Students interested in a double major should consult the appropriate departments or schools and obtain a Declaration of Major form from the Office of Registration and Scheduling Services. The 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 an undergraduate or 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 catalog sections of the individual departments and schools of the College. All students are reminded that, in addition to meeting Program Requirements for a major, they also must meet all University and Core Curriculum requirements. Students wishing to change their major should apply directly to the department of the new major.

MS in Biology

Description

Coordinator: Doug Currie

Professors: Maher, Walker, Weber; Associate Professors: Champlin, Currie, Theodose; Assistant Professors: Lasley-Rasher, Miller; Adjunct Professors: Brown, Evers, Levine, Liaw, McMahan, Paruk, Reagan, Ryzhov, Staples, 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 or 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 these required courses:
- 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 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 509 Cell and Molecular Biology
BIO 510 Cell and Molecular Biology Laboratory
BIO 523 Topics in Genetics
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 and GRS on the Office of Graduate Studies website).

Laboratory Fees

Laboratory fees are assessed in biology laboratory courses to cover the cost of supplies and materials.

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 enrollment 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 enrollment 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: grade of C or higher in MAT 101, or appropriate placement test score. 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 grade of C or higher in MAT 101 or appropriate placement test score. 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: grade of C or higher in MAT 101, or appropriate placement test score. 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 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 Anatomy and Physiology for Biology Majors 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 Anatomy and Physiology for Biology Majors 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 Microbiology 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 enrollment in BIO 305. Cr 2.

BIO 309 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 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 enrollment 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 Parasitology Laboratory
The morphology and life cycles of parasitic protozoa, helminths, and arthropods. Prerequisite: BIO 361 or concurrent. 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; 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 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. Fulfills the capstone requirement. Prerequisites: grades of C- or higher in BIO 201 and BIO 305, or permission of instructor. Cr 3.

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: grades of C- or higher in BIO 203 or ESP 125 and in 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. Fulfills the capstone requirement. 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 coursework or permission of instructor. May be repeated. Cr 2-3.

BIO 423 Topics in Genetics
This course covers selected topics in genetics, including chromosomes, transposons, genetic regulation, genomics, genomic and karyotypic evolution, break repair, meiotic recombination, gene conversion, and some quantitative genetics. Prerequisite: grade of C- or higher in BIO 201 or concurrent, or permission of instructor. Cr 3.

BIO 431 Principles of Immunology
An introduction to the fundamentals of immunology, especially as they relate to human diseases. Topics include history of immunology, basic elements of immune systems, principles of natural and acquired immunity, cellular and molecular basis of B cell and T cell development and diversity, and clinical aspects of immunology. Prerequisites: CHY 107 or CHY 115; junior standing; 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. Cr 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 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 523 Topics in Genetics
This course covers selected topics in genetics, including chromosomes, transposons, genetic regulation, genomics, genomic and karyotypic evolution, break repair, meiotic recombination, gene conversion, and some quantitative genetics. 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.

MS in Athletic Training

Description

Coordinator: Dominique Ross

Assistant Professors: Madden, Ross; Lecturer: Neptune

The University of Southern Maine (USM) Master of Science in Athletic Training prepares students to become athletic trainers (ATs) in a growing health care field. ATs are qualified health care providers educated in prevention, evaluation, diagnosis, management, and rehabilitation of orthopedic and non-orthopedic conditions. They are employed in a variety of settings including athletics, physician practices, hospitals, performing arts, work-place care, military, and public safety. The AT program at USM values hands-on experience and has designed the second year to combine online courses with immersive clinical education. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and upon successful completion, students are eligible to sit for the national Board of Certification exam.

Program Requirements

Required Courses:

ATH 500 Athletic Training Professional Practice (1 cr)
ATH 501 Foundations of Patient Safety (1 cr)
ATH 502/503 Acute Care of Injury and Illness (Lecture/Lab) (4 cr)
ATH 504 Human Anatomy (2 cr)
ATH 510/511 Examination, Diagnosis and Care I (Lecture/Lab) (4 cr)
ATH 512/513 Examination, Diagnosis and Care II (Lecture/Lab) (4 cr)
ATH 514/515 Examination and Management of Non-Orthopedic Conditions (Lecture/Lab) (4 cr)
ATH 520/521 Health and Human Performance (Lecture/Lab) (4 cr)
ATH 522/523 Therapeutic Interventions I (Lecture/Lab) (4 cr)
ATH 524/525 Therapeutic Interventions II (Lecture/Lab) (4 cr)
ATH 571 Clinical 1 (1 cr)
ATH 572 Clinical 2 (1 cr)
ATH 573 Clinical 3 (2 cr)
ATH 626/627 Therapeutic Interventions III (Lecture/Lab) (4 cr)
ATH 640 Health Care Administration (3 cr)
ATH 641 Health Promotion (3 cr)
ATH 643 BOC Preparation (1 cr)
ATH 650 Research Design (3 cr)
ATH 651 Capstone I (3 cr)
ATH 652 Capstone II (1 cr)
ATH 673 Clinical Education (1 cr)
ATH 674 Clinical 4 (2 cr)
ATH 675 Clinical 5 (2 cr)
ATH 676 Clinical 6 (3 cr)

Academic Policies

Students admitted to the master of science in athletic training (MSAT) program complete 65 credits over 6 semesters, including traditional, online and clinical experiences. Students must earn a grade of B- or higher to successfully complete a course and must maintain a cumulative GPA of 2.67 to earn the MSAT degree.

The University of Southern Maine Athletic Training Program is accredited and in good standing with the Commission on Accreditation of Athletic Training Education (CAATE). Upon successful completion of the program, graduates will be eligible to sit for the Board of Certification

(BOC) exam. After passing the BOC exam, students will earn the BOC Certified Athletic Trainer (ATC) credential. To practice athletic training, students will need to comply with state regulations (including but not limited to gaining licensure, registration) or separate exam requirements.

Clinical Education Policies

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.

Clinical experiences will provide a progression of increasingly complex and autonomous patient-care. Students will have three clinical experiences and three additional immersive clinical experiences with a variety of patient populations and health conditions.

Prior to beginning clinical experiences, students will be required to complete an annual criminal background check and fingerprinting. If a student has been convicted of a felony and is uncertain if their conviction may jeopardize potential board certification, he or she should request a predetermination of eligibility at any time by submitting their documentation to the Board of Certification (BOC) via email, fax, or mail prior to submitting their application. The Professional Practice and Discipline Committee reviews all convictions. Students should review the *Professional Practice and Disciplinary Guidelines and Procedures* for details. Candidates who are granted eligibility to sit for the BOC exam should review their state's practice act prior to sitting for the BOC exam. Their conviction(s) could affect their ability to obtain licensure in that state.

Students are required to become members of the National Athletic Trainers' Association for the duration of the MSAT Program.

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

Time Limit

The MSAT program is designed to be completed in 6 consecutive semesters. In the event that a student must repeat a course or take a leave of absence from the program, they must work with the MSAT Program Director to ensure all requirements are met. All courses for the MSAT degree must be completed within five years from the date of first matriculation.

Grade Policy

All courses in the athletic training curriculum must be completed with a minimum grade of B- (2.67) 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 athletic training 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 a course once.

Students must maintain a cumulative grade point average of 2.67 in each semester in order to progress in the program. A student whose grade point average falls below 2.67 in any semester will be placed on academic probation and will have the subsequent 12 credit hours of coursework to bring the grade point average up to at least 2.67. Students who fail to do this will be dismissed from the program. A student may not be placed on academic probation more than once.

Any student whose cumulative GPA is below 2.67 in their final semester will be dismissed from the program and will not be permitted to graduate.

Transfer Policy

The MSAT 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 MSAT Program Director to determine whether they meet CAATE standards associated with the USM MSAT course. Only those courses that meet the standards will be accepted for transfer.

Course Descriptions

- Undergraduate
- Graduate

Undergraduate

Course Fees

Each SPM laboratory and clinical course offering has a fee ranging from $20 to $150. A course fee is assessed in REC 216 Emergency Response,

REC 218 Emergency Medical Response with Focus on Wilderness Application, REC 233 Outdoor Recreation, REC 367 Adventure Based Counseling, and select RHF courses.

REC 110 Foundations of Recreation and Leisure Studies
This course addresses the concepts of leisure, play, and recreation, emphasizing the role that leisure should play in modern society. Lectures and discussions on societal attitudes toward work and leisure stress the need to keep these activities in proper perspective. Students will concentrate on psychological aspects of optimal experience and quality of life. Community leisure services will be addressed. Assignments will encourage students to explore leisure lifestyle attitudes. Recreation and Leisure Studies majors will begin their academic career portfolios. Offered fall, spring, and summer. Cr 3.

REC 121 Introduction to Therapeutic Recreation Services
An overview of therapeutic recreation, including historical and philosophical foundations, service models, professional functions, and service settings. The psychology of disability will be included as well as an introduction to disabling conditions. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisite: therapeutic recreation major or permission of instructor. Offered spring. Cr 3.

REC 190 Yoga and Nutrition
A recipe for transformation through yoga, meditation, and healthy nutrition. This course combines mindful eating with in-depth reflection for personal education, stress release, and body movements to create a balanced life. Offered fall and spring. Cr 3.

REC 216 Emergency Response
This course covers topics prescribed by the American Red Cross in their emergency response course, including respiratory and cardiac emergencies, wounds, poisoning, sudden illness, burns, and other topics. Successful completion of course requirements will lead to Emergency Response certification, including adult, child, and infant CPR, from the American Red Cross. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisites: therapeutic recreation major and junior or senior status. Offered fall, spring, and summer. Cr 3.

REC 218 Emergency Medical Response with Focus on Wilderness Application
This course prepares students to stabilize and care for victims of medical emergencies in remote and wilderness area settings when advanced medical professionals are not readily available. The course is required for students enrolled in the nature tourism minor. Students who successfully complete the course will qualify for certification by the American Red Cross in Wilderness Emergency Response and CPR for the Professional Rescuer. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Offered fall. Cr 3.

REC 219 Lifetime Physical Fitness and Wellness
The primary emphasis of this course is to teach students how to take control of their personal health and lifestyle habits. Major areas will include nutrition/weight management, fitness training techniques, flexibility, coronary risk factor management, muscular strength/endurance, stress management, and other wellness-related topics. Class content will include readings, discussions, self-assessment activities, and development of personalized nutrition and physical activity plans. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Equivalent to SPM 219. Offered fall, spring, and summer. Cr 3.

REC 223 Introduction to Nature Tourism
This course covers the basics of nature tourism, a broad category that includes ecotourism, adventure tourism, and a variety of activities and programs involving the outdoors. An emphasis is placed on Maine and northern New England nature tourism. REC 223 is required for the nature tourism minor. Offered spring. Cr 3.

REC 226 Lifetime Leisure Activities
Through participation in a variety of recreational pursuits, students will explore the rules, techniques, strategies, and adaptations for successful participation by those individuals with disabilities. Youth sport development, leadership techniques for teaching physical recreation activities, and basic motor learning concepts will also be addressed. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Offered spring. Cr 3.

REC 231 Expressive Arts Programming
Students will learn about the therapeutic benefits of the arts and how to plan, adapt, organize, and lead arts based programming and activities. The course will require students to participate in a variety of fine arts activities such as collage, painting, poetry, book making, storytelling and other appropriate projects. No prior art knowledge needed. Offered fall and spring. Cr 3.

REC 232 Methods in Therapeutic Recreation Program Design
Using a systems approach to therapeutic recreation program development, students will learn how to develop group-oriented treatment and educational programs. Leisure assessment, documentation, and individualized treatment plan development will be introduced. Students will be required to meet together outside of class to work on group program development projects. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisite: REC 121 or permission of instructor. Offered fall. Cr 3.

REC 233 Outdoor Recreation
This course focuses on safe, sustainable, nature-based recreation with an emphasis on "leave no trace" principles. The role of park systems and

wilderness environments relative to recreation in modern society will be examined. A variety of outdoor recreation activities will be introduced. Several class trips will be required. Offered fall. Cr 3.

REC 241 Recreation Leadership
This course provides students with the basic knowledge and methods necessary for effective leadership in recreation settings. Students will be required to participate in projects, presentations, and discussions that are aimed at helping them to develop and analyze leadership skills in a variety of recreation program areas such as special events, expressive arts, passive recreation, outdoor recreation, and sports. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Offered fall. Cr 3.

REC 253 Implications of Disabling Conditions for Therapeutic Recreation
This course provides an overview of physical and developmental disabilities with emphasis on etiology, clinical descriptors, rehabilitation, and educational concerns. Examination of the impact of disability on leisure and therapeutic recreation programming will be addressed, as will barriers that affect communication and interactions between persons with and without disabilities. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Offered fall. Cr 3.

REC 285 Perspectives on Animal-Assisted Therapy
This course explores the human-animal bond in contemporary society with a special emphasis on understanding the role animals can play in the physical, psychological, and rehabilitation of persons with a variety of disabilities. In addition, the course will demonstrate how animals can benefit community health at large. Students will gain a real-world view of animal-assisted therapy through engaging with invited guest speakers, conducting a site visit, and creating a group program intervention. Additional topics to support content include animal behavior, roles that animals play in disaster relief and in the criminal justice system, and how an appreciation of wildlife habitats can be therapeutic for all audiences. Students from many fields will find this course useful to future careers in Recreation and Leisure, Nursing, Health Sciences, Occupational Therapy, Social Work, Psychology, Biology, Criminology, Teacher Education, and anyone with a strong interest in companion animals. Offered fall and spring. Cr 3.

REC 311 Psychosocial Interventions for Older Adults
This course will explore the normal aging process in addition to a variety of chronic conditions experienced by older adults. The focus of the course will be on nonpharmacological intervention strategies for older adults residing in community and clinical agencies. Intervention examples include stress management, animal-assisted therapy, storytelling, autobiographical writing, bibliotherapy, adventure-based activities, air mat therapy, and "simple pleasures" activities. Other topics of study will include attitudes, stereotypes, and social issues that affect older adults today. Off-campus service learning experiences will be expected along with in-class discussions. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Offered spring. Cr 3.

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

REC 324 Inclusive and Special Recreation
This course will explore how to include persons with disabilities into non-treatment focused recreation programs and services. Disability awareness and history plus physical and program access will be explored with a focus on requirements specified by federal ADA legislation. Recreation and sport organizations for persons with disabilities as well as assistive devices that enable access will also be examined. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisites: REC 110, REC 253, or permission of instructor. Offered fall. Cr 3.

REC 367 Adventure Based Counseling
The course focuses on how to facilitate and then process outdoor, adventure, and recreation activities as a means to improve self-concepts, develop group cohesion and uncover feelings, among others. Course objectives will be met through experiential as well as theoretical methods, thus allowing the student to acquire the skills necessary to lead groups through similar activities. Class format will be lectures, discussions, group activities, field trips, and presentations by class members. The course will address how to plan, implement, lead, debrief, and evaluate adventure experiences. Offered spring. Cr 3.

REC 382 Assessment and Documentation in Therapeutic Recreation
This course examines therapeutic recreation services in a variety of settings. Emphasis will be on assessment and documentation within healthcare settings. Students will learn assessment, individual treatment planning, intervention strategies, and the development of treatment protocols. Students will be required to work in groups and participate in class leadership. A 24-hour practicum experience in a therapeutic recreation program is required. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisites: Recreation and Leisure Studies major or Recreation Leadership minor, REC 232, and HRD/SBS 200. Offered fall. Cr 3.

REC 383 Facilitation Techniques in Therapeutic Recreation
Exploration of the processes and techniques used in Therapeutic Recreation practice. A focus on evidence-based practice and practice-based evidence will facilitate the learning of various recreation and leisure activities, modalities, and interventions. Therapeutic Recreation processes,

approaches, leadership roles and tasks, communication skills, and therapeutic relationships will be addressed. A 24-hour clinical practicum is required. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisites: REC 232 and REC 382. Offered spring. Cr 3.

REC 386 Recreation Facility Design and Maintenance
This course presents a comprehensive introduction to the field of design management and maintenance for future recreation and leisure service professionals. It offers a detailed look at the foundations of the profession, including defining characteristics of recreation facility management and descriptions of the duties of a recreation facility manager and areas within the facilities. The course also covers common indoor and outdoor elements of facilities, including sites, spaces, lighting, surfaces, utilities, landscaping, walkways, and parking areas. Offered fall. Cr 3.

REC 390 Topics in Recreation and Leisure Studies
This course includes topic areas in recreation and leisure studies not already covered by regular course offerings . May be repeated for credit when topics vary. Cr 3.

REC 398 Independent Study
This course is open only to students majoring or minoring within the program who have identified a topic, relevant to their course of study, that they want to study in depth and for which there is no existing appropriate course. Students must obtain a faculty supervisor and negotiate a written independent study contract with this person. Independent study forms can be obtained from the program. Cr 1-3.

REC 494 Professional Foundations of Therapeutic Recreation Practice
This course will prepare students for an extended internship experience. Students will complete all tasks necessary to secure an internship placement. Serious study and discussion of topics such as professional conduct, ethics, safety, and risk management will be required. This course must be taken immediately prior to REC 495 Internship. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisites: All REC core courses and permission of instructor. Offered spring. Cr 3.

REC 495 Internship
Students are required to work a minimum of 560 hours in an agency that provides therapeutic recreation services. During this period students will apply the knowledge, methods, and leadership techniques that they have learned in academic courses. Students will be directly supervised by qualified agency personnel and indirectly supervised by faculty. This course is taken in the senior year. Health insurance is required. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisites: All required REC courses, REC 494 and permission of instructor. Offered fall. Cr 12.

REC 498 Management and Professional Development in Therapeutic Recreation
An overview of management roles in therapeutic recreation settings with major focus on comprehensive program development, supervision of professional and volunteer personnel, policy and strategy development, and quality assurance. Each student is required to develop a comprehensive program and policy manual. Students will apply the information learned during internships to course assignments and discussions. This course culminates in convening a professional conference for Certified Therapeutic Recreation Specialists. Recreation and Leisure Studies majors will include this class in their academic career portfolios. Prerequisite: REC 495. Offered spring. Cr 3.

RHF 106 Ballroom Dance
This class is designed to teach the basic steps in many popular ballroom dances. Students will begin with slow, smooth dances and progress into Rhythm dances. In addition to dance steps, students will cover a variety of dance related topics, including dance floor etiquette, lead and follow technique, and exercises designed to help students dance in a partnership. Because skill or fitness development are objectives in all RHF courses, students must attend and participate in class activities to pass the course. The program reserves the right to request written medical clearance for participation in courses that require high intensity exercise. Offered spring. Cr 1.5.

RHF 109 Beginning Weight Training
The course is a study of the basic principles of weight training and the physiological responses and adaptations to weight training exercises. Specifically, the subject matter will focus on the safe and proper execution of different weight training exercises. In addition, students will study basic aspects of weight training programs, i.e., sets, repetitions, intensity, frequency, duration, progression, specificity, and overload. This course will assist students in developing awareness and appreciation of the role of exercise for a healthy lifestyle and injury prevention. Because skill or fitness development are objectives in all RHF courses, students must attend and participate in class activities to pass the course. The program reserves the right to request written medical clearance for participation in courses that require high intensity exercise. Offered fall. Cr 1.5.

RHF 118 Yoga
In this course, students will explore various postures and styles of yoga, breathing techniques, and meditation. Students also will discuss ancient yogic philosophy and examine how it applies to their individual lives and yoga practice. Because skill or fitness development are objectives in all RHF courses, students must attend and participate in class activities to pass the course. The program reserves the right to request written medical clearance for participation in courses that require high intensity exercise. Offered fall and spring. Cr 1.5.

RHF 121 Self Defense
Emphasizing the importance of personal mastery and good decision making over technique, this course focuses on risk scenarios and developing strategies for those scenarios through discussion and analysis, emphasizing the importance of customizing strategies to the individual. The course examines shortcomings of traditional “techniques based” approaches and instead focuses on specific risks we face such as road rage, the role of

alcohol and drugs in social settings and society, as well as simple high impact techniques easily adaptable by most students for those rare instances when they must take a physical stand. Each class incorporates a "Self Defense Current Events" review to look at real life events in Portland, Maine and around the country to serve as examples to discuss and analyze. Because skill or fitness development are objectives in all RHF courses, students must attend and participate in class activities to pass the course. The program reserves the right to request written medical clearance for participation in courses that require high intensity exercise. Offered fall and spring. Cr 1.5.

RHF 122 Aerobic Kickboxing
Blending boxing, kicking techniques, aerobics, pilates, yoga, and a dash of middle school gym class, this course integrates these elements into a fast paced cross training program. Fundamentals are first introduced via a "techniques" format set to music. Later in the semester, students transition to impact striking, using target pads to develop power, speed, and accuracy. The course embraces several mantras, including "know the thing, do the thing" and importance of focusing on each activity and technique to maximize the benefit of the work out. Proper warm up, stretching and cooling down techniques are also incorporated. Because skill and fitness development is an objective of the course, students must attend and participate in class activities in order to pass. The Department reserves the right to request written medical clearance for participation. Offered fall and spring. Cr 1.5.

RHF 123 Introduction to Sea Kayaking
This course is designed to provide education and skill development in sea kayaking. Because skill and fitness development is an objective of the course, students must attend and participate in class activities in order to pass. The Department reserves the right to request written medical clearance for participation. Students are required to pay vendor charges for equipment and parking. Offered fall. Cr 1.5.

RHF 124 T'ai Chi Qigong
In this course, students will become acquainted with essential biomechanics, applied mental intention, and internal energy development methods required to build gong and establish foundations for Taiji forms; learn basic history of Taijiquan and about yin/yang theory; learn efficient and integrated use of body and the roles of breath, heart/mind, and intentionality on physicality and personal harmony; explore relationships among mental, emotional, physical, and spiritual experiences; explore differences among physical, mental, and mind/body learning; and learn to appreciate relationships between healing arts and martial arts aspects of Taiji. Because skill or fitness development are objectives in all RHF courses, students must attend and participate in class activities to pass the course. The program reserves the right to request written medical clearance for participation in courses that require high intensity exercise. Offered fall and spring. Cr 1.5.

RHF 126 Stability and Physio-Ball Exercise
This class will use the physio ball to design a total fitness program to build a long, lean, and agile body. Students will concentrate on strengthening and lengthening muscles of the torso. The program will include elements of core strength, balance, flexibility, endurance, and cardiovascular fitness. Because skill or fitness development are objectives in all RHF courses, students must attend and participate in class activities to pass the course. The program reserves the right to request written medical clearance for participation in courses that require high intensity exercise. Offered fall. Cr 1.5.

RHF 131 – Indoor Cycling Instructor Preparation
This interactive course prepares students for an entry-level instructor position for indoor cycling. Students will receive detailed instruction on all aspects of teaching a group indoor cycling class emphasizing biking fundamentals, terminology, ride design, the role of music, and the long lasting impact of indoor cycling on your health. Relevance will be made to teaching all types of group fitness instruction. Each class is held on the Portland Campus, Sullivan Gym in the indoor cycling studio. Students will be graded on their ability to apply cycling skills and knowledge by demonstrating competency in teaching techniques as they gain experience while leading the class, with a focus on collaboration. Students will create a portfolio of indoor cycling programs and other materials. Attendance is required. This course is set to meet once a week for a 2 hour block. Offered fall and spring. Cr 1.5.

RHF 218 Yoga Fusion
Through the unique Yoga Fusion style, students will advance and deepen their understanding of the practice of yoga. Students will learn to guide the body-mind-spirit from an introduction of yoga to an intermediate practice. The relationship to health will be analyzed through various systems of the body. Prerequisite: RHF 118. Offered spring and summer. Cr 1.5.

SPM 100 Introduction to Exercise, Health, and Sport Sciences
This course orients the student to the expectations of a baccalaureate education in athletic training, exercise science, or health sciences. Allied health historical perspectives, education, careers, certification, and professional associations are explored. Educating the students about the structure and progression of the three degrees will be discussed. Cr 3.

SPM 210 Clinical Athletic Training Principles I
An introduction to the principles of prevention, examination, treatment, and reconditioning of physical activity injuries. Lecture information prepares students for supervised clinical experiences. Completion of a minimum of 30 and a maximum of 50 clinical observation hours required. Prerequisites: ALT major; 24 University credit hours completed; minimum cumulative GPA of 2.50; SPM 100 or concurrent; SPM 216 or concurrent; BIO 111, 112 or SCI 170, 171 or concurrent; Corequisite: SPM 211. Cr 3.

SPM 211 Protective Taping and Wrapping
An introduction to the principles of taping and wrapping as they pertain to preventative, protective, and post injury situations. In addition, basic skills in stretching will be taught. Laboratory course in which the completion of competencies prepares students for supervised clinical

experience. Prerequisites: ALT major; SPM 100 or concurrent; SPM 216 or concurrent; Corequisite: SPM 210. Cr 1.

SPM 216 Emergency Medical Response
This course covers the topics prescribed by the American Red Cross in their emergency medical response course, including respiratory and cardiac emergencies, wounds, poisoning, sudden illness, burns and other topics. Successful completion of the certification requirements will lead to Emergency Medical Response and CPR for the Professional Rescuer certifications from the American Red Cross. Prerequisite: ALT, EXS, or HLS major. Cr 3.

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

SPM 230 Psychology of Physical Activity and Sport
This course presents an overview of concepts, theories, principles, and research related to exercise and sport behaviors. Practical application of psychological principles and techniques that help facilitate behavior change during exercise and sport activities will be covered. Prerequisites: ALT, EXS, or HLS major; sophomore level standing. Cr 3.

SPM 260 Introduction to Personal Training
An overview of the knowledge, skills, and abilities needed by fitness instructors to plan, implement, and evaluate safe and effective exercise programs. Emphasis is on exercise programs for individuals and groups. A 45-hour field experience is incorporated into the course to provide students with practical application related to course work. Prerequisites: ALT or EXS major; SPM 216, SPM 219 or concurrent, junior level standing. Cr 3.

SPM 265 Therapeutic Modalities
An exploration of the physical principles, physiological effects, indications, contraindications, safety precautions, and operating procedures of therapeutic modalities. Includes application of modalities in the laboratory setting. Prerequisites: ALT major; SPM 100, SPM 210, SPM 211, and SPM 216. Lecture 2 credits, Lab 1 credit. Cr 3.

SPM 270 Athletic Training Clinic I
Completion of a minimum of 150 and a maximum of 175 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The first clinical course for students enrolled in the athletic training major. Prerequisites: ALT major; SPM 100, SPM 210, SPM 211, and SPM 216. Cr 2.

SPM 302 Pharmacology for Athletic Training and Exercise Science
This course covers the general concepts and principles of pharmacology as it relates to the profession of athletic training and disciplines within the exercise sciences. An explanation of pharmacokinetic and pharmacodynamic principles are covered as are the indications, contraindications, precautions, dose information, allergies, and adverse side effects of prescription and nonprescription drugs commonly used by the physically active person. Governing regulations including storing, transporting, dispensing, and recording of medication will be discussed. Performance-enhancing substances and drug testing in sports will also be covered. Prerequisites: ALT or EXS major; BIO 113 or SCI 172; CHY 107 or CHY 113; junior level standing. Cr 3.

SPM 310 Athletic Training Principles II
This is an intermediate study of principles for the prevention, examination, treatment, and reconditioning of physical activity injuries. Lecture and laboratory competencies prepare students for supervised clinical experiences. Prerequisites: ALT major; SPM 100, SPM 210, SPM 211, and SPM 216. Lecture 2 credits, Lab 1 credit. Cr 3.

SPM 325 Methods of Resistance Training and Conditioning
Theoretical and practical study of practices and methods involved in developing and implementing resistance training and conditioning programs for physically active populations. A 45-hour field experience is incorporated into the course to provide students with practical application related to course work. Prerequisites: ALT or EXS major; BIO 113, 114 or SCI 172, 173; SPM 216, SPM 260, SPM 330, SPM 381 or concurrent; junior level standing. Cr 3.

SPM 330 Physiology of Exercise
An investigation of the acute and chronic effects exercise incurs on the body. Muscle physiology, respiration, cardiac function, circulation, energy metabolism and application to training will be emphasized and applied in laboratory activities. Prerequisites: ALT or EXS major; CHY 107 or CHY 113; BIO 113, 114 or SCI 172, 173. Lecture 2 credits, Lab 1 credit. Cr 3.

SPM 340 Therapeutic Exercise
A study of the basic components of a comprehensive therapeutic exercise program including functional anatomy, joint mobilizations, and rehabilitation programs will be discussed for the appendicular and axial skeletons. In addition, the physiological effects, safety precautions, indications, contraindications, modes of resistance, and specific rehabilitation protocols will be covered. Prerequisites: ALT major; SPM 370,

SPM 410; SPM 325, SPM 330, SPM 381 or concurrent. Lecture 2 credits, Lab 1 credit. Cr 3.

SPM 350 Health Promotion Programs
This course examines the planning, implementation, and evaluation of health promotion programs in a variety of settings. Theoretical and practical concepts are discussed. Specific health promotion programs to be addressed include cardiovascular disease prevention (blood pressure and cholesterol control), physical fitness, nutrition and weight control, stress management and relaxation, substance abuse prevention, financial fitness, and occupational safety and health. Prerequisites: EXS or HLS major; junior level standing. Cr 3.

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

SPM 370 Athletic Training Clinic II
Completion of a minimum of 150 and a maximum of 175 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The second clinical course for students enrolled in the athletic training major. Prerequisites: ALT major; SPM 265, SPM 270, SPM 310; BIO 113, 114 or SCI 172,173. Cr 2.

SPM 371 Athletic Training Clinic III
Completion of a minimum of 150 and a maximum of 175 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The third clinical course for students enrolled in the athletic training major. Prerequisites: ALT major; SPM 370, SPM 410; SPM 325, SPM 330, SPM 381 or concurrent. Cr 2.

SPM 381 Kinesiology
Structural and functional anatomical analysis of human movement. Course will also incorporate principles of mechanics as they apply to the analysis of human movement. Prerequisites: ALT or EXS major; BIO 113, 114 or SCI 172, 173; PHY 101, 102 or PHY 111, 114 or concurrent. Lecture 2 credits, Lab 1 credit. Cr 3.

SPM 385 Practicum I
This introductory field experience provides opportunity for practical application of knowledge gained through prior coursework in exercise science. The student will assist in the leadership of a wide variety of university-based and off-campus programs, with special emphasis on either personal training experiences or group exercise instruction. Prerequisites: EXS major; SPM 216, SPM 260; junior level standing; permission of instructor. Cr 3.

SPM 390 Biomechanics
Evaluation, analysis, and application of anatomical and mechanical factors that influence human movement. Prerequisites: SPM 381, junior level standing. Cr 3.

SPM 395 Practicum II
Building upon experiences gained from Practicum I, the student continues assisting in the leadership of university-based and off-campus programs, with additional experience in best business practices. Prerequisites: EXS major; SPM 385; junior level standing, permission of instructor. Cr 3.

SPM 398 Independent Study
This course is intended to provide majors in the Department of Exercise, Health, and Sport Sciences with an opportunity to pursue a project independently. Students should select a faculty advisor and develop a course proposal with their advisor. A final written paper is required. Prerequisites: ALT, EXS, or HLS major; junior level standing; permission of instructor. Cr 1-3.

SPM 410 Athletic Training Principles III
This is an advanced study of principles for the prevention, examination, treatment and reconditioning of physical activity injuries. General medical concepts are also discussed. Lecture and laboratory competencies prepare students for supervised clinical experiences. Prerequisites: ALT major; SPM 265, SPM 270, SPM 310; BIO 113, 114 or SCI 172, 173. Lecture 2 credits, Lab 1 credit. Cr 3.

SPM 430 Exercise Testing, Assessment, and Prescription
This course focuses on knowledge and skills necessary for assessing health-related components of physical fitness. The course will also focus on prescription and design of programs to develop health-related fitness that will be applied in the laboratory setting. Prerequisites: ALT or EXS major; SPM 330; SPM 325, 381 or concurrent. Lecture 2 credits, Lab 1 credit. Cr 3.

SPM 431 Advanced Exercise Physiology
An advanced study of the whole-body and cellular responses and adaptations to exercise related to human performance limitations, training effects, and health related benefits. Emphasis is on human bioenergetics, metabolism, cardiovascular structure and function, and cardiopulmonary responses to exercise. Prerequisites: ALT or EXS major; SPM 330. Cr 3.

SPM 440 Manual Therapy
This course will take a detailed approach into the principles, theories, and evidence concerning the use of manual therapy for the treatment of musculoskeletal injuries. Students will be taught and asked to demonstrate specific skills and techniques that enhance efficient and effective treatment of a wide range of clinical presentations pertaining to the spine and extremities using multiple manual therapy strategies. Prerequisites: ALT major; SPM 230, SPM 302, SPM 325, SPM 330, SPM 340, SPM 371, SPM 381; SPM 352, SPM 430 or concurrent. Cr 3.

SPM 450 Exercise for Special Populations
The focus of this course is on exercise programming guidelines and recommendations for a variety of special populations that includes but is not limited to heart disease, diabetes, high blood pressure, obesity, the elderly and pediatric conditions. Prerequisites: ALT or EXS major; SPM 430 or concurrent. Cr 3.

SPM 470 Athletic Training Clinic IV
Completion of a minimum of 225 and a maximum of 275 clinical hours applying proficiency, knowledge, and skills in traditional athletic training and general medical (up to 15 clinical hours) settings. A minimum of 50 and a maximum of 75 traditional setting hours will be completed during the month of August within an athletic pre-season venue. The fourth clinical course for students enrolled in the athletic training major. Prerequisites: ALT major; SPM 230, SPM 302, SPM 325, SPM 330, SPM 340, SPM 371, SPM 381; SPM 352, 430 or concurrent. Cr 3.

SPM 477 Health Research Methods
Introduction to health research methods with a focus on understanding the basic application of the qualitative and quantitative research process. Review and evaluation of health-based studies with an emphasis to translate and communicate research to improve professional practice. Prerequisites: ALT or HLS major; LAC 120 or MAT 120 or PSY 201. Cr 3.

SPM 480 Organization and Administration of Athletic Training
Administrative components of an athletic training program. Facility design; supply ordering, budget, and inventory; insurance, personnel, and athletic training educational considerations. Prerequisites: ALT major, SPM 230, SPM 302, SPM 325, SPM 330, SPM 340, SPM 371, SPM 381; SPM 352, SPM 430 or concurrent. Cr 3.

SPM 485 Senior Thesis I
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 exercise and health professions and their application to professional practice is a major component of this course. Prerequisites: ALT or EXS major; MAT 120 or PSY 201; SPM 330, SPM 385, SPM 395, SPM 430; senior level standing. Cr 3.

SPM 486 Senior Thesis II
A continuation of SPM 485. Students will be introduced to various research-related issues such as design, methodology, statistics, and writing scientific manuscripts involved in conducting research in exercise science. Students will be required to conduct a research experiment using learned techniques. Prerequisites: ALT or EXS major; SPM 485; senior level standing. Cr 3.

SPM 495 Clinical Internship
This culminating experience for athletic training and exercise science majors provides the opportunity for students to apply knowledge and skills gained through didactic, practicum, clinical, and laboratory experiences in a work setting. Prerequisites: ALT or EXS major; completion of all major requirements, or concurrent; permission of instructor. Cr 3-12.

Graduate (Back to top**)**

ATH 500 Athletic Training Professional Practice I
This course will provide an orientation to athletic training education and the profession. Program and clinical requirements will be reviewed and completed within the course. Students will be introduced to core competencies concepts and definitions in athletic training that will serve as a foundation for future content. Cr 1.

ATH 501 Foundations of Patient Safety
This course will focus on patient safety in athletic training. Topics will include: taping, bracing, wrapping, concepts of patient safety, facility maintenance, handwashing, patient consent, assessment of environmental conditions, indications and contraindications of basic preventative interventions. In addition, students will select and fit sports equipment. Cr 1.

ATH 502 Acute Care of Injury and Illness
Introduction to presentation and management of acute and catastrophic conditions. Prevention strategies will be discussed for sudden death conditions, including emergency action plans. Certifications in emergency cardiac care and first aid will be obtained. Cr 3.

ATH 503 Acute Care of Injury and Illness Lab
Simulation and standardized patient experiences will be utilized to apply and synthesize acute care knowledge, skills, and athletic training core competencies into patient cases. Prerequisites: Prior or current enrollment in ATH 502. Cr 1.

ATH 504 Human Anatomy

This course will examine functional human anatomy. Topics will include origins, insertions, actions and nerve innervations of muscles, arthrokinematics, boney landmark identification, and basic principles of human movement. Cr 2.

ATH 510 Examination, Diagnosis and Care I
This course will teach students to examine, diagnose and treat orthopedic injuries of the lower extremity and lumbar spine. Prerequisites: Minimum grades of B- or higher in ATH 501, ATH 502, and ATH 503. Cr 3.

ATH 511 Examination, Diagnosis and Care I Lab
This course will teach students to examine, diagnose, and treat orthopedic injuries of the lower extremity and lumbar spine. Prerequisites: Prior or concurrent enrollment in ATH 510. Cr 1.

ATH 512 Examination, Diagnosis and Care II
This course will teach students to examine, diagnose and treat orthopedic injuries of the upper extremity and thoracic and cervical spine. Prerequisite: Minimum grade of B- or higher in ATH 510. Cr 3.

ATH 513 Examination, Diagnosis and Care II Lab
This course will teach students to examine, diagnose and treat orthopedic injuries of the upper extremity and thoracic and cervical spine. Prerequisite: Prior or concurrent enrollment in ATH 512. Cr 1.

ATH 514 Examination and Management of Non-orthopedic Conditions
This course presents knowledge and evaluation skills for non-orthopedic illnesses and injuries. Evaluations will be approached using a reflective, critical reasoning approach and through the lenses of interprofessional collaboration, cultural competence, health literacy, and patient safety. Prerequisites: Minimum grades of B- or higher in ATH 501 and ATH 502. Cr 3.

ATH 515 Examination and Management of Non-orthopedic Conditions Lab
Students will be introduced to general medical evaluation skills, including auscultation and neurological examination. Simulation and standardized patient experiences will be utilized to apply non-orthopedic knowledge and skills, as well as in interprofessional collaboration. Prerequisite: Prior or concurrent enrollment in ATH 514. Cr 1.

ATH 520 Health and Human Performance
This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. The course is designed to prepare students for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification. Cr 3.

ATH 521 Health and Human Performance Lab
This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. The course is designed to prepare students for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification. Prerequisite: Prior or concurrent enrollment in ATH 520. Cr 1.

ATH 522 Therapeutic Interventions I
This course will explore foundational theories, principles and clinical application of the therapeutic modalities. Topics for this course will include: cold therapy, hydrotherapy, therapeutic heat, therapeutic ultrasound, electrotherapy, electromagnetic therapy, spinal traction, pharmacological agents and compression. Prerequisites: Minimum grades of B- or higher in ATH 501, and ATH 502. Cr 3.

ATH 523 Therapeutic Interventions I Lab
This course will explore foundational theories, principles and clinical application of the therapeutic modalities. Topics for this course will include: cold therapy, hydrotherapy, therapeutic heat, therapeutic ultrasound, electrotherapy, electromagnetic therapy, spinal traction, pharmacological agents and compression. Prerequisite: Prior or concurrent enrollment in ATH 522. Cr 1.

ATH 524 Therapeutic Interventions II
This course will explore contemporary manual therapy techniques and injury prevention strategies. Prerequisites: Minimum grades of B- or higher in ATH 520, ATH 521, ATH 522, and ATH 523. Cr 3.

ATH 525 Therapeutic Interventions II Lab
This course will explore contemporary manual therapy techniques and injury prevention strategies. Prerequisite: Prior or concurrent enrollment in ATH 524. Cr 1.

ATH 571 Clinical 1
Clinical field experience and face-to-face in-class meeting. Focused on practicing and applying acute care and prevention skills. Prerequisites: Minimum grades of B- or higher in ATH 501, ATH 502, ATH 503, and ATH 506. Cr 1.

ATH 572 Clinical 2
Immersive clinical field experience and online meeting with a focus on health promotion. Students will complete a patient or community education project. Prerequisite: Minimum grade of B- or higher in ATH 571. Cr 1.

ATH 573 Clinical 3
Clinical field experience and face-to-face meeting with a focus on practicing and applying skills related to assessment, diagnosis, treatment and therapeutic modalities. Prerequisites: Minimum grades of B- or higher in ATH 510, ATH 511, ATH 520, ATH 521, and ATH 572. Cr 2.

ATH 626 Therapeutic Interventions III
This course will teach students to select and incorporate therapeutic exercise techniques into comprehensive patient care plans. Students will also identify, refer and give support to patients with behavioral health conditions. Topics will include: therapeutic and corrective exercise, movement training, proprioceptive activities, home care and behavioral health. Prerequisites: Minimum grades of B- or higher in ATH 512, ATH 513, ATH 524, and ATH 525. Cr 3.

ATH 627 Therapeutic Interventions III Lab
Students will select and incorporate therapeutic exercise techniques into comprehensive patient care plans. Students will also identify, refer and give support to patients with behavioral health conditions. Topics will include: therapeutic and corrective exercise, movement training, proprioceptive activities, home care and behavioral health. Prerequisite: Prior or concurrent enrollment in ATH 626. Cr 1.

ATH 640 Health Care Administration
Components of developing, implementing, and critiquing policies and procedures related to daily operations and specific conditions, such as mental health and head injuries. Basic business administration practices will be covered, such as budgeting and inventory with an emphasis on concepts on health informatics and quality improvement. Cr 3.

ATH 641 Health Promotion
In this course, students will be introduced to health promotion and wellness strategies for the general population, as well as for patients with or at risk for chronic health conditions. Students will develop and engage in community-based health education projects, emphasizing health literacy concepts. Cr 3.

ATH 642 Athletic Training Professional Practice II
Students will prepare for transition to clinical practice by understanding human resource and job orientation processes, developing professional materials. Students will be encouraged to participate in professional advocacy and leadership opportunities. Additionally, topics of program evaluation and planning, and ethical and legal practice will be covered. Prerequisites: Minimum grade of B- or higher in all prior athletic training courses and concurrent enrollment in remaining required athletic training courses. Cr 3.

ATH 643 BOC Preparation
This course will prepare students to sit for the Board of Certification Exam. Test taking and study strategies, sample exams and previous content will be reviewed. Prerequisites: Minimum grades of B- or higher in ATH 640, ATH 641, and ATH 675. Cr 1.

ATH 650 Research Design
This course will introduce concepts of research design including qualitative, quantitative and mixed methods approaches. Students will develop a research question, conduct a review of literature, create methods, determine the appropriate treatment of data for various research designs and interpret statistical results. Cr 3.

ATH 651 Capstone I
Students will design and propose a scholarly capstone project with the intent of contributing to the existing athletic training body of knowledge. Students will obtain necessary approvals and begin their capstone project. Prerequisite: Minimum grade of B- or higher in ATH 650. Cr 3.

ATH 652 Capstone II
Students will complete scholarly capstone projects initiated in Capstone I. Students will present their scholarly contributions and submit for publication. Prerequisite: Minimum grade of B- or higher in ATH 651. Cr 1.

ATH 673 Clinical Education
Clinical field experiences in settings with non-sports activities and patients of diverse backgrounds. This course will include a face-to-face meeting with a focus on practicing and applying skills related to assessment, diagnosis, treatment of orthopedic injuries and general medical conditions. Prerequisite: Minimum grade of B- or higher in ATH 530. Cr 1.

ATH 674 Clinical 4
Immersive clinical field experience with online meeting sessions. This course will focus on pre-participation screenings, assessing environmental factors and treating related illness. Prerequisite: Minimum grade of B- or higher in ATH 573. Cr 2.

ATH 675 Clinical 5
A continuation of clinical 4 field experience with online meeting sessions. This course will focus on application of therapeutic interventions. Prerequisites: Minimum grades of B- or higher in ATH 626, ATH 627, and ATH 674. Cr 2.

ATH 676 Clinical 6
Immersive clinical field experience with online meetings sessions. This course will focus on health care administration and transition to practice. Prerequisites: Minimum grades of B- or better in ATH 640, ATH 641, and ATH 675. Cr 3.

Mathematics and Statistics Overview

Chair of the Department: Silvia Valdés

Professors: Aboueissa, El-Taha, McCormick; Associate Professor: Valdés; Assistant Professors: Austin, Dibble, Viles; Lecturers: Moore, 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; Assistant Professor: Viles

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. A 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: applied statistics, biostatistics, data science, and operations research and applied mathematics.

Program Tracks

The graduate program is truly interdisciplinary, providing students with the opportunity to tailor the program specifically to individual interests. Students may customize their program of study. A list of possible concentrations and relevant courses is shown below.

Applied Statistics

Required courses: (6 credits)
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 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 588 Introduction to Statistical Data Mining
STA 591 Topics in Biostatistics
STA 596 Practical Data Science

Professional Science Master's Program in Biostatistics

This program provides formal training in applied statistical methods commonly used in biomedical, bioinformatics, environmental, and health-related fields. It emphasizes solving real-world problems that influence health by focusing on up-to-date statistical methodologies and their implementation with strong statistical programming capability. Areas of study include biostatistical study designs, modeling, and 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 ideally will find positions in professional settings such as health care agencies, governmental agencies, and the pharmaceutical industry.

Required courses: (15 credits)
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 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 591 Topics in Biostatistics
STA 596 Practical Data Science

Data Science

The program in data science 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 to apply cutting-edge techniques in data science to solve sophisticated real-world problems from managing, mining, and analyzing big data across multiple disciplines; to communicate their ideas and findings persuasively in written, oral, and visual form; and to 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 583 Sample Survey Design and Analysis
STA 584 Advanced Design and Analysis of Experiments
STA 585 Linear Models and Forecasting
STA 591 Topics in Biostatistics

Operations Research and Applied Mathematics

Required courses: (12 credits)
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 Queuing Networks
STA/OPR 575 Graduate Internship and Writing
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 588 Introduction to Statistical Data Mining
STA 591 Topics in Biostatistics
STA 596 Practical Data Science

Requirements for Applied Statistics, Data Science, and Operations Research and Applied Mathematics

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, and thesis or project credits. A student meeting the above requirements has the flexibility of taking additional courses subject to the following policies: at most 6 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 an internship with local industry. The program will provide guidance in locating internship opportunities.

Requirements for All Tracks

In addition to 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 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 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 or project. If a student chooses to do a master's thesis or 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 or project must be approved by the Graduate Committee in advance.

Once the thesis or 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 thesis or 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 or 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.

Defense of the thesis or project should occur no less than sixty days after 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 or 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, or operations research, or it may be a solution of a practical problem in one of these areas, possibly related to the student's employment.

Certificate of Graduate Study in Data Science

Description

The graduate certificate in data science is designed for 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.

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.

Students who have completed the certificate 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

Minimum number of credits required for the certificate: 15

A cumulative GPA of 3.0 or better is required in these courses, and they must be completed within six years of enrollment, which is defined as the date when the application for admission to the graduate certificate is accepted by the Graduate Committee. Courses taken for the certificate may also be used toward the master's degree in statistics, as long as they are completed within six years of enrollment in the graduate program (Master of Science in Statistics).

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
COS 575 Machine Learning

MBA 677 Information Visualization
MPH 675 Health Information Management

Certificate of Graduate Study in Statistics

Description

The graduate certificate in statistics is designed for candidates who are interested in attaining a working knowledge of statistical methodologies.

Program Requirements

Minimum number of credits required for the certificate: 15

With 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 may also be used toward the master's degree in statistics, as long as they are completed within six years of enrollment in the graduate program (Master of Science in Statistics).

Mathematics and Statistics Course Descriptions

- Undergraduate
- Graduate

Undergraduate

Students are expected to 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 100 Mathematics Bridge
A course covering foundational math concepts. Topics include study skills, numeracy, ratio and proportion, basic algebra and graphing, rational and radical expressions, and an introduction to probability. Students will engage in active learning in the classroom. A grade of C or better is necessary to take subsequent math courses. Cr 3.

MAT 101 Algebraic Bridge
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. Prerequisite: grade of C or higher in MAT 9 or MAT 100, or appropriate 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: grade of C or higher in MAT 100 or MAT 101, or appropriate placement test score. 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: grade of C or higher in MAT 101, or appropriate placement test score. 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: grade of C or higher in MAT 100 or MAT 101, or appropriate placement test score. 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: grade of C or higher in MAT 101, or appropriate placement test score. Cr 3.

MAT 132 Quantitative Reasoning for Elementary School Teachers
This course focuses on probability and statistical content for elementary school teachers. It is designed to help future teachers see the relevance of mathematics and statistics to their and their future students' world and in becoming critical, questioning citizens in an increasingly quantitative world. Prerequisite: MAT 131. Cr 4.

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 or MAT 140 or 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 includes techniques of integration, indeterminate forms and L'Hopital's Rule, improper integrals, infinite series, conic sections, parametric equations, and polar coordinates. Prerequisite: MAT 152. Cr 4.

MAT 210 Business Statistics
This course investigates graphical and numerical methods of descriptive statistics; basic probability; discrete and continuous random variables and their distributions (binomial, hypergeometric, Poisson, uniform, exponential, and normal); sampling distributions; estimation; tests of hypotheses; and other selected topics. Applications will be chosen primarily from business. Prerequisite: MAT 108 (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 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, cleaning, 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
Simple 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 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 non-deterministic models as queuing 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
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. Prerequisite: 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 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 products from the raw data. Prerequisites: 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.

Graduate

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.

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 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 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/OPR 590 Master's Project/Thesis
The project must be approved by the Graduate Committee in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval. Cr 6.

STA 591 Topics in Biostatistics
The 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 completing 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: Brenda Petersen

Coordinator of Graduate Nursing Programs: Jeffrey Hutchins
Coordinators of Undergraduate Nursing Programs: Leslie Larsen and Netty Provost

Faculty in Nursing:
Associate Professors: Fackler, Randall (Carla), Samia, Sepples; Assistant Professors: Casimir, Faux, Fuller, Gillespie, Hutchins, Lachance, Lyden, Nersesian, Randall (Cynthia), Schroeder; Instructor: Caton-Lemos; Lecturers: Darus, Goldenberg, Guerdan, Harris, Larsen, Thayer; Adjunct: Bacon, Botler, Burke, 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 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

We, 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-oriented 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, our graduates will have generalist nursing knowledge, orientation to leadership, and a focus on the growing needs of an aging population.

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 an appendix available at https://usm.maine.edu/nursing/philosophy-school-nursing.

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.

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.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the University of Southern Maine School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect 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, bigotry, 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 form. Everyone has the responsibility to foster a safe and supportive learning and work environment. This commitment 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.

Programs of the School of Nursing are subject to change at any time without notice.
For more information about 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
- Doctor of Nursing Practice Policies
- Commitment to Civility

Masters in Nursing Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog, Academic Policies chapter, specific policies for the Graduate Program in Nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B or higher was earned in each individual course. 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. A maximum of six graduate credits may be approved for admission. Exceptions to the maximum credits allowed at time of admission must be approved by the Nursing Graduate Curriculum, Admissions, 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 currently working as Advanced Practice nurses may discuss waivers of this policy with the Coordinator of Graduate Nursing. A maximum of of nine graduate credits may be approved for transfer credit provided that a grade of B or higher 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 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 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 Graduate Nursing of any change in status of their RN license.

Program Grade Policies for all Graduate Nursing Students

In the graduate portion of their program, students must achieve a minimum grade of B- in all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or higher) to continue with program progression. A graduate course can only be retaken one time. Unsuccessful completion of the course when retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical practicum, progression in the theory/clinical practicum course sequence stops. A grade of B- or higher 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 higher), 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 a student fails a theory course (C+ or lower) 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 per week and attend the weekly clinical seminar. If more than one calendar 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.

A student will be placed on probation in any semester in which the cumulative GPA falls below 3.0 (B average). 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, 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 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee. Continuous enrollment requires that every graduate student 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 Graduate Nursing.

Leave of Absence

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. 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee. Once a decision has been made regarding the leave of absence, a letter will be sent from the Coordinator of Graduate Nursing to the student, the advisor, the Office of Graduate Studies, and the Office of Registration and Scheduling Services.

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 Nursing Graduate Curriculum, Admissions, and Advancement Committee with a copy to the advisor.
- Complete and submit the Leave of Absence form that can be found on the Office of Graduate Studies website.
- Confer with Coordinator of Graduate Nursing prior to the end of the leave of absence to ensure that he/she can register.

Inactivation Policy

Student admission, matriculation, or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment
- Absence of written communication with the advisor and Coordinator of Graduate Nursing regarding matriculation or progression plans (e.g., no request for leave of absence)
- Failure to correct probationary status

The School of Nursing will advise the Office of Registration and Scheduling Services 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, 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 Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

RN to Masters in Nursing Policies

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 higher was earned in each individual course. A maximum of six graduate credits may be approved for admission. Exceptions to the maximum credits allowed at time of admission must be approved by the Nursing Graduate Curriculum, Admissions, 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. A maximum of nine graduate credits may be approved as transfer credit provided a grade of B or higher 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 complete 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 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 Graduate Nursing 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 grade of B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If 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, students must achieve a minimum grade of B- for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or higher) to continue with program progression. A graduate course can only be retaken one time. Unsuccessful completion of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical 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 higher), 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 a student fails a theory course (C+ or lower) 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 calendar 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.

The student will be placed on probation in any semester in which the cumulative GPA falls below 3.0 (B average). 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, 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 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee. Continuous enrollment requires that every graduate student 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 Graduate Nursing.

Leave of Absence

Students in the graduate 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. 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee. Once a decision has been made regarding the leave of absence, a letter will be sent from the Coordinator of Graduate Nursing to the student, the advisor, the Office of Graduate Studies, and the Office of Registration and Scheduling Services.

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 Graduate Nursing or Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee with a copy to the advisor.
- Complete and submit the Leave of Absence form that can be found on the Office of Graduate Studies website.
- Confer with the Coordinator of Graduate Nursing prior to the end of the leave of absence to ensure that he/she can register.

Inactivation Policy

Student admission, matriculation, or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment
- Absence of written communication with the advisor and Coordinator of Graduate Nursing regarding matriculation/progression plans (e.g., no request for leave of absence)
- Failure to correct probationary status

The School of Nursing will advise the Office of Registration and Scheduling Services 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, 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.

Doctor of Nursing Practice (DNP) Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog, Academic Policies chapter, specific policies for the DNP Program are as follows.

Admission Credit

This credit, which has been earned at USM prior to matriculation, must be approved by graduate faculty prior to admission and is subject to the condition that a grade of B or higher was earned in each individual course. 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 graduate credits may be approved for admission. Exceptions to the maximum credits allowed at time of admission must be approved by the Nursing Graduate Curriculum, Admissions, 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 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. A maximum of nine credits may be approved as transfer credit provided a grade of B or higher 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 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, Admissions, 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 faculty designee will then make a recommendation to the Nursing Graduate Curriculum, Admissions, 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, Admissions, 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 Office of Registration and Scheduling Services.

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 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 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 Graduate Nursing 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 grade of B or higher in all required courses. The first time a student earns below a B, the course must be retaken successfully (B or higher) 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.

The student will be placed on probation in any semester in which the cumulative GPA falls below 3.0 (B average). 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 three 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, Admissions, 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 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee. Continuous enrollment requires that every doctoral student 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 Graduate Nursing.

Leave of Absence

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. 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee. Once a decision has been made regarding the leave of absence, a letter will be sent from the Coordinator of Graduate Nursing to the student, the advisor, the Office of Graduate Studies, and the Office of Registration and Scheduling Services.

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 Graduate Nursing or Chairperson of the Nursing Graduate Curriculum, Admissions, and Advancement Committee with a copy to the advisor.
- Complete and submit the Leave of Absence form that can be found on the Office of Graduate Studies website.
- Confer with the Coordinator of Graduate Nursing prior to the end of the leave of absence to ensure that he/she can register.

Inactivation Policy

Student admission, matriculation, or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment.
- Absence of written communication with the advisor and Coordinator of Graduate Nursing regarding matriculation and progression plans (e.g., no request for leave of absence).
- Failure to correct probationary status.

The School of Nursing will advise the Office of Registration and Scheduling Services 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 Graduate Nursing or the Chairperson of the Nursing Graduate Curriculum, Admissions, 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

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 advanced practice nursing, e.g., nurse practitioner, clinical nurse specialist, nurse midwife, and nurse anesthetist.

Program Requirements

The D.N.P. program is a low residency program. Courses are offered in several formats, including face to face, online, and blended. To encourage interprofessional collaboration and scholarship, D.N.P. students enroll in courses across the university. 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 (minimum 36 credits)
MPH 535 Introduction to Epidemiological Research (or equivalent)
MPH 545 Applied Biostatistical Analysis
MPH 683 Patient Safety
NUR 628 Health Systems, Policy, and Economics (or equivalent)
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 (or equivalent)
NUR 703 Professional Communication and Leadership (or equivalent)
NUR 704 Models of Care: Transforming the Practice Environment (or equivalent)
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.*

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 and extends 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 and patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Adult-Gerontology Acute Care Nurse Practitioner (A-GACNP) program is designed to prepare graduates to care for adults and older adults with acute, critical, and complex health conditions. Graduates who complete this concentration are eligible to sit for national certification as an adult-gerontology acute care nurse practitioner.

Program Requirements

The Adult-Gerontology Acute Care Nurse Practitioner program is 4-6 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 45 credits is required for completion of the A-GACNP program.

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 A-GACNP program 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: (45 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 Behavioral and Psychosocial Health of the Family
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
NUR 651 Women's Health in Advanced Practice
NUR 658 Graduate Clinical Project

MS in Nursing - Nursing Education

Description

The future-oriented M.S. in nursing – nursing education online program prepares students to teach in entry-level nursing programs in both didactic and clinical courses. The program meets the educational criteria for the National League for Nursing's (NLN) Nurse Educator Certificate. This program also provides the foundation for continued professional development and for doctoral study.

Program Requirements

The Nursing Education program can be completed in as few as 18 months. Courses are accelerated and delivered asynchronously online over 7 weeks. Both full-time and part-time studies are available. A total of 36 credits is required for completion of the degree, with 50 direct practicum hours required.

Required Courses: (36 credits)

NUR 603 Nursing Theory and Knowledge Development
NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, and Role
NUR 611 Advanced Pathophysiology, Integrated Health Assessment, and Pharmacology I
NUR 612 Advanced Pathophysiology, Integrated Health Assessment, and Pharmacology II
NUR 624 Community and Population-Based Health
NUR 635 Evaluation and Measurement in Nursing Education
NUR 636 Foundations of Nursing Education
NUR 637 Methods of Education in Nursing
NUR 638 Education Practicum and Seminar
NUR 663 Clinical Practicum and Clinical Project Nursing Education

Choose one of the following electives: (3 credits)

MPH 670 Quality Improvement
NUR 659 Information Management and Healthcare Technology

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 and extends 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) program prepares an advanced practice nurse who functions as a primary care practitioner to individuals across the lifespan, families, groups, and communities. Graduates who complete this program are eligible to sit for national certification as a family nurse practitioner.

Program Requirements

The Family Nurse Practitioner program is 4-6 semesters in length for students taking 9-16 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 50 credits is required for completion of the FNP program.

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 FNP program has a total of 600 clinical hours: 112 hours in clinical semester one, 244 hours in clinical semester two, and 244 hours in clinical semester three.

Required Courses: (50 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 Behavioral and Psychosocial Health of the Family
NUR 650 Primary Care of the Adolescent
NUR 651 Women's Health in Advanced Practice
NUR 652 Pediatric Primary Care
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

MS in Nursing - Nursing Administration and Leadership

Description

The M.S. in Nursing – Nursing Administration and Leadership online program provides students with advanced skills in both nursing practice and business management. The program focuses on information technology and quality improvement, nursing theory and leadership, organizational behavior, evidence-based practice, and financial management to gain advanced skills in nursing practice, leadership, and business management. The program prepares students to join the next generation of health care leaders in positions such as nurse manager, director of nursing, chief clinical officer, and clinical supervisor.

Program Requirements

The Nursing Administration and Leadership program can be completed in as few as 18 months. Courses are accelerated and delivered asynchronously online over 7 weeks. Both full-time and part-time studies are available. A total of 36 credits is required for completion of the degree, with 120 direct practicum hours required.

Required Courses: (36 credits)

MPH 670 Quality Improvement
NUR 603 Nursing Theory and Knowledge Development
NUR 604 Nursing Research
NUR 606 Leadership, Health Policy, and Role
NUR 614 Leadership in Advanced Nursing Practice
NUR 624 Community and Population-Based Health
NUR 627 Organizational Theory and Behavior
NUR 629 Health Care Operations: Human Resources, Law, and Ethics
NUR 633 Health Care Finance, Budgeting, and Planning
NUR 659 Information Management and Healthcare Technology
NUR 661 Nursing Leadership Practicum I
NUR 662 Nursing Leadership Practicum II

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 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 and extends 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) program 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 this program 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 program is 4-6 semesters in length taking 9-16 credits per semester or 6-8 semesters for students taking 6-9 credits per semester. A total of 53 credits is required for completion of the PMHNP program.

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 program has a total of 600 clinical hours: 150 hours in clinical semester one, 75 hours between clinical semester one and two, 200 hours in clinical semester two, and 175 hours in clinical semester three.

Required Courses: (53 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 658 Graduate Clinical Project
NUR 660 Continuing Advanced Psychiatric-Mental Health Nursing Supervision

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 Practice Psychiatric-Mental Health Nursing I
NUR 680 Advanced Psychopharmacology
NUR 685 Advanced Practice Psychiatric-Mental Health Nursing III
NUR 686 Clinical Practicum and Seminar III
NUR 687 Advanced Practice Psychiatric-Mental Health Nursing II
NUR 688 Clinical Practicum and Seminar II

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 available. 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)
- 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 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 Lab for RNs (1 cr)
NUR 314 RN Credit Option (30 cr)
NUR 321 Health-Related Research (3 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. Additional information may be obtained through the Office for Prior Learning Assessment, (207) 780-4663.

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 MS 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 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) upon successful completion of NUR 308 Concepts of Professional Nursing Practice. Additional information may be obtained through the Office for Prior Learning Assessment.

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 Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner (across the lifespan)

Program Requirements

Required courses and clinical hours may vary depending on previous course work and clinical practice.

Requirements for Adult-Gerontology Acute Care Nurse Practitioner

Clinical core courses – will be waived if completed previously:
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
NUR 651 Women's Health in Advanced Practice – will be waived if completed previously

Total credits: 18–28

Requirements for Family Nurse Practitioner

Clinical core courses – will be waived if completed previously:
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 – will be waived if completed previously
NUR 651 Women's Health in Advanced Practice – will be waived if completed previously
NUR 652 Pediatric Primary Care
NUR 654 Prenatal Care in Primary Care

Total credits: 22–34

Requirements for Psychiatric-Mental Health Nurse Practitioner

Clinical core courses – will be waived if completed previously:
BIO 545 Advanced Pathophysiology
NUR 601 Advanced Pharmacotherapeutics
NUR 602 Advanced Health Assessment

Clinical concentration core courses:
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 660 Continuing Advanced Psychiatric-Mental Health Nursing Supervision
NUR 673 Clinical Practicum and Seminar I
NUR 674 Advanced Practice Psychiatric-Mental Health Nursing I
NUR 685 Advanced Practice Psychiatric-Mental Health Nursing III
NUR 686 Clinical Practicum and Seminar III
NUR 687 Advanced Practice Psychiatric-Mental Health Nursing II
NUR 688 Clinical Practicum and Seminar II

Total credits: 30–40

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 with 60 or more completed credits. 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.

Prerequisites: 60 or more completed credits and NUR major. Cr 3.

NUR 211 Nursing Role for Accelerated B.S. Students
This seminar introduces Accelerated B.S. 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. Prerequisite: Accelerated NUR Major. Cr 1.

NUR 300 Health Assessment
This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessments 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 diagnoses. Concurrent with NUR 301. Prerequisites: all required nursing major science courses with grades of C or higher (BIO 111 or SCI 170, BIO 112 or SCI 171, BIO 113 or SCI 172, BIO 114 or SCI 173, BIO 281 or SCI 281, BIO 282 or SCI 282, BIO 345, CHY 107 or CHY 113, CON 252), cumulative GPA of 2.75, nursing science GPA of 2.67, 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 lifespan. 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 two years of enrolling in NUR 323 and NUR 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. NUR 305 is offered only in summer. Concurrent with NUR 306. Prerequisite: Accelerated NUR major. 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 or NUR 307. Prerequisite or concurrent: NUR 300, NUR 301, NUR 302. Prerequisites: all required nursing major science courses completed with grades of C or higher (BIO 111 or SCI 170, BIO 112 or SCI 171, BIO 113 or SCI 172, BIO 114 or SCI 173, BIO 281 or SCI 281, BIO 282 or SCI 282, BIO 345, CHY 107 or CHY 113, CON 252), cumulative GPA of 2.75, nursing science GPA of 2.67, 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. Prerequisite: compliance with nursing undergraduate clinical health and background check requirements. 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 healthcare 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. Concurrent with NUR 310. 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 and NUR 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 upon successful completion of NUR 308 Concepts of Professional Nursing Practice. 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. With department permission, this course is open to transfer students and accelerated students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus to the School of Nursing for evaluation. Prerequisites: department permission and NUR major. 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. With department permission, this course is open to transfer students and accelerated students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus to the School of Nursing for evaluation. Prerequisites: department permission and NUR major. Cr 1.

NUR 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. NUR 321 must be completed before taking any 400-level nursing course. Prerequisites: PSY 201 or LAC 120 or MAT 120, and NUR major. Cr 3.

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. Concurrent with NUR 313 and NUR 325. Prerequisites: NUR 100, 200, or 211, NUR 300, NUR 301, NUR 302 (within two years), NUR 306, NUR 307 or NUR 305, NUR 330, NUR 331, 2.75 GPA, and NUR major. 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 313 and NUR 323. Prerequisite: Compliance with nursing undergraduate clinical health and background check requirements. 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. Prerequisites: NUR major, accepted application to the Dominican Republic Community Nursing Partnership I Clinical, and compliance with nursing undergraduate clinical health and background check requirements. 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. Prerequisites: NUR 326 and compliance with nursing undergraduate clinical health and background check requirements. Cr 3.

NUR 328 Dominican Republic Community Nursing Partnership III Clinical
See NUR 326 for description. 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. Concurrent with NUR 331. Prerequisites: all NUR science courses completed with grades of C or better (BIO 111 or SCI 170, BIO 112 or SCI 171, BIO 113 or SCI 172, BIO 114 or SCI 173, BIO 281 or SCI 281, BIO 282 or SCI 282, BIO 345, CHY 107 or CHY 113, CON 252), NUR 300 (or concurrent), NUR 301 (or concurrent), NUR 302 (or concurrent), NUR 306 (or concurrent), and NUR 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. Prerequisite: compliance with nursing undergraduate clinical health and background check requirements. 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, NUR 323 (or concurrent), and NUR 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 the instructor and assignments to complete throughout the summer. Prerequisites: NUR 323, NUR 325, 3.0 GPA, accepted application for employment at Maine Medical Center, and accepted application for the Geary Cooperative Internship at USM. Cr 2.

NUR 413 Advanced Nursing Skills Lab
This course builds on the theory, scientific principles, and psychomotor skills introduced in NUR 306 and NUR 307 or NUR 305 and NUR 306 to promote role development in the core competencies of nursing practice. Concurrent with NUR 423 and 425. Prerequisites: NUR 420, NUR 421, NUR 422, NUR 424, NUR 427, and NUR 428. 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: RN-BS major, NUR 308, NUR 309, NUR 310, CON 356, RN licensure, and compliance with nursing undergraduate clinical health and background check 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. Concurrent with NUR 421 and/or NUR 428. 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. Concurrent with NUR 422. Prerequisites: NUR 313, NUR 323, NUR 325, and NUR 332. 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. Prerequisite: compliance with nursing undergraduate clinical health and background check requirements. Cr 1.5.

NUR 423 Management of the Critically Ill Adult/Older Adult
This course will examine evidence-based therapeutic nursing interventions that support adult and older adult clients experiencing complex health problems. The 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. Concurrent with NUR 413 andd NUR 425. Prerequisites: NUR 420, NUR 421, NUR 422, NUR 424, 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. Prerequisite: 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 413 and NUR 423. Prerequisite: compliance with nursing undergraduate clinical health and background check requirements. 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. Concurrent with NUR 428. Prerequisites: NUR 313, NUR 323, NUR 325, and NUR 332. 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. Prerequisite: compliance with nursing undergraduate clinical health and background check requirements. 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, NUR 313, NUR 323, NUR 325 or concurrent, and Accelerated BS in nursing student. 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 and Ethics
Students explore professional and ethical issues that affect the 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. Concurrent with NUR 480 and NUR 490. 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: RN to BS major, NUR 308, NUR 309, and NUR 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 a 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: RN to BS major, NUR 308, NUR 309, and NUR 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. NUR 480 is the final clinical course. Concurrent with NUR 470 and NUR 490. Prerequisite: all theory-linked clinical courses must be taken prior to or concurrent with NUR 480, and compliance with nursing undergraduate clinical health and background check requirements. 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. This course is taken in the final semester of the curriculum. Concurrent with NUR 470 and NUR 480. Prerequisites or concurrent: NUR 413, NUR 423, and NUR 425. Cr 1.

NUR 497 Dominican Republic Directed Study
This course offers independent study opportunities for students who wish to pursue additional health-related work in the Dominican Republic. Prerequisites: permission of instructor and compliance with nursing undergraduate clinical health and background check requirements. Cr 1-4.

College of Nursing (CON) and Holistic and Integrative Health (HIH) Courses

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 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.

HIH 201 Fundamentals of Homeopathy I
This course introduces the history, philosophy, and practice of homeopathy, exploring the nature of disease and restoration of health from the holistic perspective. This course will introduce the homeopathic case-taking process and the clinical application of more than 25 homeopathic remedies. Cr 3.

HIH 202 Fundamentals of Homeopathy II
This course builds upon the content of HIH 201, delving further into the history of homeopathy and the finer points of homeopathic philosophy and practice. This course will explore constitutional homeopathic care, the comprehensive use of homeopathic remedies in cases of chronic conditions. Prerequisite: HIH 201. 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 the 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 a dramatic increase in the 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 300 Sustainable Compassion
This course will provide evidence-based, actionable tools for educators and professional caregivers to prevent burnout and renew energy. The course will use a conceptual framework that integrates insights from developmental, clinical, and moral psychology along with contemporary neuroplasticity research and ancient contemplative practices. The course will be centered on the concept of caring relationships as the foundation for enhancing ethical sensitivity and sustaining high care for both the giver and the receiver. Students will learn how to cultivate a sense of inner safety and deep replenishment through the study and practice of three modes of care: receiving care from others, self-care, and extending care to others. 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

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
Emphasis is on contemporary issues in theory development and the social production of knowledge for nursing. The social and historical context of knowledge development in nursing, incorporating theories from other disciplines, will be examined. The relationship between theory, research, nursing practice, and interprofessional collaboration will be explored. Cr 3.

NUR 604 Nursing Research
The appraisal and use of research and other evidence to provide high quality health care, to initiate change, and to improve nursing practice are the foci for this course. Emphasis is on developing relevant clinical questions, searching for evidence, systematic appraisal of evidence, and determining whether and how to apply the findings. Commonly used research designs and ethical principles to ensure human subject protection are examined. 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
This course examines the complexity of the U.S. Health Care System, international systems, and current efforts directed at health care reform. Past, current, and potential roles of graduate prepared nurses related to access, equity, and goals of *Healthy People* are examined. Socio-political, economic, and ethical issues embedded in public policy decisions are explored. Attention is given to the role of graduate prepared nurses in influencing, creating, and implementing policy for diverse populations across the lifespan. Cr 3.

NUR 608 Behavioral and Psychosocial Health of the Family
Individuals and families at risk for behavioral and psychosocial health problems will be the focus of this course. Students will investigate problems facing this population and learn evidence-based care processes including motivational interviewing, psychopharmacological, and collaborative approaches. Research related to environmental, psychosocial, genetic, economic, generational, and developmental risk factors will be investigated. Emphasis will be placed on the acquisition of interprofessional communication skills with an additional exploration of contemporary mental health care policy. 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 (AGACNP) 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 in Advanced Practice
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 Pediatric Primary Care
The emphasis in this course is on evidence-based assessments, interventions, and anticipatory guidance for well infants and children, and on assessment and interventions for infants, children, and adolescents with common episodic health problems. Development of physical and psychosocial assessment and intervention skills specific to the pediatric population in the primary care setting are addressed. Education for parents and children, including strategies for prioritizing child and family healthcare and health education needs, are emphasized. Cr 3**.**

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 660 Continuing Advanced Psychiatric-Mental Health Nursing Supervision
Supervision is central to training and professional development for mental health clinicians conducting psychotherapy. An interpersonal/relational model of supervision is utilized, whereby the focus is on coparticipation and mutual engagement. Supervisor and supervisee conduct a dialogue about a field of inquiry that includes the relationship between them, although the explicit focus is the therapy being supervised. Issues of transference and countertransference are explored during case review as well as current psychopharmacological treatment. 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 common simple acute and chronic health problems are explored. Health maintenance of adolescent, adult, and older adult populations are stressed. Particular focus is on 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 Practice Psychiatric-Mental Health Nursing I
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 Practice Psychiatric-Mental Health Nursing III
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 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 Practice Psychiatric-Mental Health Nursing II
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 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 691 Clinical Practicum and Seminar Continuation
This is a clinical continuation course to provide supervised clinical experiences in a focused population for students enrolled in the Certificate of Advanced Study (CAS) program for APRNs. Emphasis is on providing evidence-based care across the lifespan in the context of community. The application of assessment, diagnostic, intervention, and management strategies is stressed. Emphasis is also on the refinement of skills reflective of beginning level advanced practice nurse competency in the chosen area of population focus. Prerequisite: graduate of APRN MS or DNP program. Cr 3.

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 3.

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 following 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.

Online Maine Courses (OLME)

OLME NUR 611 Advanced Pathophysiology, Integrated Health Assessment, and Pharmacology I
This course is the first in a series of two courses that explores an integrated study of pathophysiology (including genetic, biochemical, and environmental bases of diseases), health assessment, and pharmacology. The emphasis is on an understanding of the interconnectedness of these three areas of science. In NUR 611 the foci are diseases and disorders involving: genetics, cellular biology, mental health disorders, cardiovascular system, hematologic disorders, inflammation disorders, respiratory system, infectious diseases, and cancer. Cr 3.

OLME NUR 612 Advanced Pathophysiology, Integrated Health Assessment, and Pharmacology II
This is the second in a series of two courses that explores an integrated study of pathophysiology (including genetic, biochemical, and environmental bases of diseases), health assessment, and pharmacology. The emphasis is on gaining an understanding of the interconnectedness of these three areas of science. The foci are diseases and disorders involving: renal, endocrine, gastrointestinal, neurological, musculoskeletal, and reproductive systems. Cr 3.

OLME NUR 614 Leadership in Advanced Nursing Practice
This course focuses on the knowledge, skills, attitudes, and competencies required of an effective interprofessional leader working in complex health care environments. Leadership theories are explored that account for individual traits and behaviors, as well as the situational context within the work environment. Principles of management and leadership are contrasted. Leadership practices are appraised that support a culture of caring and mutual respect, vision and innovation, accountability, integrity, and high quality patient-centered care. Reflection and appraisal of personal leadership attributes and behaviors are emphasized. Cr 3.

OLME NUR 624 Community and Population-Based Health
An interprofessional approach to caring for communities and populations across the lifespan. Major components include concepts of health, levels of prevention, epidemiology, culturally responsive care, global health issues, emergency preparedness, and control of health problems.

Community assessment, planning, intervention, and evaluation applied to complex health issues. Cr 3.

OLME NUR 627 Organizational Theory and Behavior
In this course the human factors that exist within a complex healthcare workplace are explored. Organizational behavior theories and concepts are studied in order to gain insight into individual and group behavior. Among the topics covered are individual perceptions and attitudes, organizational culture, diversity, communication, motivation, leadership, management, power, stress, conflict, group dynamics, and change. Root causes of behavioral workplace problems such as poor communication, lack of employee motivation, poor performance, high turnover, conflict, resistance to change, and stress are examined. Cr 3.

OLME NUR 629 Health Care Operations: Human Resources, Law, and Ethics
This course examines operational issues in health care management inclusive of human resource management, and legal and ethical issues facing nurse leaders. A range of current legal and ethical issues will be explored. Emphasis is placed on planning, performance, and compliance in the health care environment. The goals are to provide students with practical knowledge to effectively manage at the micro, meso, or macro level. Cr 3.

OLME NUR 633 Health Care Finance, Budgeting, and Planning
In this course the student will explore essential tools for financial leadership in the contemporary healthcare arena. Principles of healthcare economics, third party reimbursement, budget development, variance, and economic evaluation methods are explored. The relationship between organizational mission, fiscal responsibility, and strategic financial concepts unique to the complex healthcare environment are examined. Key elements of inter-professional strategic financial planning and budgeting processes will be emphasized. The student will apply financial leadership skills to developing program initiatives to improve quality and address population health needs. Cr 3.

OLME NUR 635 Evaluation & Measurement in Nursing Education
This course focuses on the role of the nurse educator in the assessment and evaluation of learning. Application of key strategies to effectively measure achievement of learning outcomes in a variety of settings will be surveyed. Experiential exercises in the development, use, and critique of measurement and evaluation methods to classroom and clinical learning situations will be explored. Course topics include the role of evaluation in classroom instruction, test construction, reliability, validity, test evaluation and interpretation. Legal, ethical, and regulatory issues, and the importance of evaluating personal teaching effectiveness, are also explored. Cr 3.

OLME NUR 636 Foundations of Nursing Education
This is the first in a sequence of three courses designed to prepare the professional nurse for a role in formal teaching. Various philosophical perspectives and frameworks for understanding the concepts of teaching and learning are examined. Exploration and critical analysis of historical, recurring, and current issues in nursing education will be addressed. The call for radical transformation within nursing education will be explored and specific issues concerning these changes when put into practice will be discussed. It is expected that learners in this course will develop sensitivity, knowledge, and skill in exploring the role of educator in both clinical and classroom learning environments. Students will develop a teaching philosophy statement. Cr 3.

OLME NUR 637 Methods of Education In Nursing
This is the second in a sequence of three courses designed to prepare the professional nurse for teaching roles. Components of course and curriculum development including: assessment of learners' needs, course outcomes, content selection and development, assignment development, evaluation methods, and common legal issues within nursing education are examined. An emphasis on how a paradigm shift to learning is impacted by technology and the changing relationships between education and work will be discussed. The scholarship of teaching, assessment and quality assurance, as well as the politics and process of curriculum reform will be explored. Using different methods students will design, implement, and evaluate two learning activities. Cr 3.

OLME NUR 638 Education Practicum and Seminar
This is the third in a sequence of three courses designed to prepare the professional nurse for teaching roles. In this course the concept of "praxis" is fully realized. With guidance from a faculty member and preceptor, students will select educational experiences to develop, implement, and evaluate their teaching in different settings. Experiences can include, and are not limited to, in-service programs, classroom teaching, clinical teaching, simulation, or community education programs. Minimum of 30 direct contact hours and minimum of 75 hours of preparation. Cr 3.

OLME NUR 659 Information Management and Healthcare Technology
This course provides an overview of the role of information systems and technology in healthcare. The emphasis is on how information system/technology can improve the quality and delivery of patient care in a variety of healthcare settings. Factors that contribute to the adoption of health care information technologies and the challenges regarding their successful utilization are examined. Cr 3.

OLME NUR 661 Nursing Leadership Practicum I
This is the first in a sequence of two practicum experiences framed by core role competencies of the nurse leader. Students will explore, analyze, and apply specific theories and strategies of management and leadership to the administrative roles of the nurse across health care systems at the micro, meso, or macro level. A system level organizational assessment and evaluation will be initiated as phase one of the project, and students will identify an issue/problem to address in practicum II. Supervision of a preceptor for a minimum of 60 hours in the practice setting is required. Self-reflection on the evolving leader role is emphasized. Cr 3.

OLME NUR 662 Nursing Leadership Practicum II
This is the second in a sequence of two practicum experiences framed by core role competencies of the nurse leader. Students will explore, analyze, and apply specific theories and strategies of management and leadership to the administrative roles of nurses across health care systems at the micro, meso, or macro level. With interprofessional collaboration students will complete the implementation and evaluation phase of their project based on the assessment and problem identification completed in NUR 661. Supervision of a preceptor for a minimum of 60 hours in the practice setting is required. Self-reflection on the evolving leader role is emphasized. Cr 3.

OLME NUR 663 Clinical Practicum and Clinical Project Nursing Education
This course builds upon the synthesis of prior knowledge and skills that promote the advancement of professional clinical nursing practice. The emphasis is on the effective application of research and other evidence to practice in a defined clinical area. Under the direction of a faculty member and guidance from a preceptor, students complete a clinical project that demonstrates cumulative learning, nursing practice abilities, and professional growth. The course requires a minimum of 20 supervised hours in a direct care role. Clinical learning takes place in a practice setting where the student develops and implements a clinical project. Hours can be met by interacting with nursing staff, interdisciplinary team, clients/patients/residents or family members. Hours are not met by teaching nursing students. Cr 3.

OLME MPH 670 Quality Improvement
The purpose of this course is to introduce students to the principles and practice of quality improvement as practiced by health care providers, systems of care, community health and public health agencies. The course integrates theory, evidence about treatment effectiveness, and systems thinking. The content focuses on describing, measuring, improving, and evaluating the quality and safety of health services for consumers and populations. The course emphasizes evidence-based practice and opportunities and challenges for quality improvement in specific health care settings. 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. Learning occurs through assigned readings, lectures, guest speaker interviews, discussions and exercises, and an individual quality improvement project. Cr 3.

MS in Cybersecurity

Description

Coordinator: Lori Sussman

Assistant Professor: Sussman; Lecturers: Hayes, Monnin

As the internet increasingly becomes a tool in both corporate and government arenas, the need for cybersecurity increases as well, and with it, the need for advanced, qualified cybersecurity professionals. One of the fastest growing job markets, demand for innovative cybersecurity professionals has increased in recent years. According to the U.S. Department of Labor, demand for computer security specialists will grow as businesses and governments invest more heavily in cybersecurity to protect vital computer networks and electronic infrastructures from attack.

The M.S. program in cybersecurity is jointly offered online by the University of Southern Maine and the University of Maine at Augusta. The program's goals are to provide high quality master's level education in the field of cybersecurity; to enhance knowledge, technical skills, and tools that can be applied immediately in the workforce; to fill the demand for cybersecurity professionals in all sectors and industries; and to enhance ethical behavior for professionals dealing with cyber assets.

Program Requirements

The M.S. degree in cybersecurity consists of 30 credits, including 24 credits of coursework and 6 credits of either thesis research or a capstone project. By the beginning of the second semester (or completion of 8 credits), students are required to choose either the thesis or capstone pathway, and they declare a research topic, advisor, and advisory committee. The committee consists of the advisor and at least two other faculty members. External committee members may be included, with approval of the advisor.

Whereas both thesis and capstone options combine theory and application, the thesis option is designed to train students as researchers, particularly if they wish to pursue doctoral degrees. The thesis option combines coursework with original research on a topic of interest, either as part of a larger research program of a faculty member or of the student's own design, which culminates in a thesis worthy of publication in an appropriate, peer reviewed journal. The capstone project focuses on practical applications, extending classroom study to solve real-world problems. It is suitable for students pursuing careers in cybersecurity. Both options include coursework that strengthens a student's knowledge of the field and develops critical thinking and communication skills.

Required Courses: (24 Credits)

CYB 501 Cybersecurity Fundamentals (3 cr)
CYB 515 Research Methods (3 cr)
CYB 530 Project Management in Cybersecurity (3 cr)
CYB 551 Cyber Laws, Policies, and Ethics (3 cr)
CYB 576 Network Security Management (3 cr)
CYB 582 Cybersecurity Investigations (3 cr)
CYB 583 Database and Application Security (3 cr)
CYB 584 Cybersecurity Operations (3 cr)

In addition, students choose either a capstone project or thesis: (6 credits)

CYB 591 Capstone Project Proposal (3 cr) and CYB 592 Capstone Project Presentation (3 cr)
or
CYB 698 Thesis Research (6 cr)

Certificate of Graduate Study in Cybersecurity

Description

As the use of the Internet increases, the need for cybersecurity grows as well, and with it, the need for advanced and qualified cybersecurity professionals. According to the Department of Labor, demand for cybersecurity specialists will outstrip demand for workforce talent in any other area.

The certificate of graduate study in cybersecurity is relevant to the rapidly changing landscape of information security. Courses cover techniques, policies, operational procedures, and technologies that secure and defend information systems in local and more broadly based domains. Students gain critical knowledge in preventing cybersecurity attacks and develop proficiencies that can be applied immediately in the workplace.

The certificate of graduate study in cybersecurity is jointly offered by the University of Southern Maine and the University of Maine at Augusta. All courses are offered online.

Program Requirements

Students complete 15 credits of coursework, which includes 12 credits of required courses and 3 credits of an elective course, chosen from an approved list of courses.

Required courses: (12 cr)

CYB 501 Cybersecurity Fundamentals
CYB 530 Project Management in Cybersecurity
CYB 551 Cyber Laws, Policies, and Ethics
CYB 576 Network Security Management

Electives: (3 cr)

CYB 582 Cybersecurity Investigations
CYB 583 Database and Application Security
CYB 584 Cybersecurity Operations

Course Descriptions

- **Undergraduate**
- Graduate

Undergraduate

ITP 210 Technical Writing
A basic technical writing course that strengthens critical thinking, collaboration, and communication skills. Study includes document purpose, situation analysis, style, format and production of reports, proposals, instructions, procedures, technical descriptions, forms, letters, memos, and visual aids, as well as digital and virtual communication. Prerequisite: ENG 100 or equivalent. Offered fall, spring, and summer. Cr 3.

ITP 230 Project Management
This course will present a structured analysis of planning, organizing, directing, controlling, and monitoring resources related to project management by completing a set of well-defined tasks. Within this course, significant effort will be devoted to understanding the international, social, political, economic, environmental and cultural issues in context of the interrelationships, responsibilities, and demands of project management between technologies, resources, project scope, and budget that impact project success in a global, international environment. Case studies will be used throughout the course to broaden the perspective and understanding of the participant's knowledge and application of project management's best practices, and their ability to create and evaluate projects and project performance in an international, global economy. The introduction of computer-based tools in the management of projects will also be covered. Fulfills the International core requirement. Offered fall, spring, and summer. Cr 3.

ITP 250 Management Information Systems
This course will serve as an introduction to management information systems in areas such as: decision support systems, resource and human resource management, enterprise resource planning, supply chain management, customer relationship management, project management, and

records management. Topics covered will include but are not limited to: systems analysis, system modeling and design, data acquisition, security, and maintenance. Offered fall and spring. Cr 3.

ITP 280 Managing Organizations in a Technological Environment
An introduction to the application of management principles to systems, people and organizations in technology-intensive industries. Students will learn managerial approaches to the business, corporate, and project levels of organizations; and discover contrasting demands of entrepreneurial and established technology firms. Emphasis will be placed on recognizing the intricate, multidisciplinary nature of the management of technology, including an understanding of commitment, team-based performance norms and decision making, conflict management, power sharing, self-directed team work and organizational alliances. Topics include the impact of technology on corporate strategy, operations, and decision-making and how emerging strategies/solutions/capabilities can be developed to create business efficiencies and manage organizational resources. The course combines conceptual and experiential approaches involving exercises, case studies, lectures, videos, and group work. Offered spring. Cr 3.

ITP 310 Facility Planning
This course provides participants with the analytical tools and knowledge to effectively and efficiently plan the physical facility for a wide variety of enterprises. Case studies used in this course may include: hospitals, airports, manufacturing plant floors, distribution centers, fire departments, grocery and retail stores, college campuses, construction sites, and shopping malls. Offered spring. Cr 3.

ITP 330 Supply Chain Management
This course explores selected analytical tools and information associated with supply chain management including activities that are used to centrally control the production, shipment, and distribution of products. Classes consist of lectures and problem solving activities that combine aspects of production control such as forecasting, capacity planning, material requirement planning, order quantities, order points and line balancing with the development and management of supply chains from sourcing and procurement through conversion and logistics. Prerequisite: MAT 120 or permission of instructor. Offered fall. Cr 3.

ITP 331 Agile/Adaptive Project Management
In an increasingly complex world, the pace of change, the degree of connectivity, and the scale of operations are leading to rapidly escalating complexity in many domains. This course focuses on agile and adaptive project management methods that provide a very different approach to traditional linear project management and apply to the needs of projects that reach a high degree of complexity. Such needs make it more important for organizations to become agile and to engrain process improvement leadership in the way of working within the organization. The course looks at alternative approaches designed to deal with today's work environment. It provides greater depth in the review and application of contemporary processes such as risk, quality, and leadership; and methodologies and frameworks such as Agile, Lean, Kanban, Scrum, and Lean Startup. Prerequisite: ITP 230 or permission of instructor. Cr 3.

ITP 340 Quality Management
An overview addressing fundamental concepts and principles of quality control applied to organizations. Major topics include theory and application of qualitative and quantitative tools and techniques as well as quality awards and standards. Specific topics include foundations of quality, planning tools, traditional tools, variability, process set-up verification, pre-control, SPC process capability analysis, acceptance sampling, and quality awards. Prerequisite: MAT 120 or permission of instructor. Offered fall. Cr 3.

ITP 350 Leadership, Teambuilding, and Facilitation
An exploration of topics related to leadership, team building, group dynamics, and an introduction to the practices and goals of successful facilitation of face-to-face groups and virtual meetings. Teambuilding topics include member and group participant types and functions; stages to teambuilding; creating and building teams; dysfunctions and conflicts within teams and groups; and teams in the roles of content controllers. Leadership emphasis is placed on foundational principles, capabilities and practices that help leaders self-manage, engage and influence diverse team members, and generate shared commitment for team and project success. The course explores various contexts, motivations and paths that evoke leadership in technology through a series of case studies and exercises in critical knowledge areas and skills required of technology leaders. Facilitation topics include developing techniques and skills in the role of a meeting facilitator and process leader, identifying and defining individual participant behaviors and how those interrelationships affect team dynamics, developing and designing facilitation agendas, preparing and performing facilitations, facilitating conflict, creating participation, and meeting management and ethical responsibilities. Offered fall. Cr 3.

ITP 360 Gamification
Gamification is the use of game design and gaming mechanics to enhance non-game contexts such as scoring, competition, and rules of engagement to applicable areas of teaming and activity to encourage agency with colleagues, clients, products, or services. Through practices in active learning, students will explore topics in gamification, participate in application of gamification practices for human engagement in technology, business and industry, develop problem solving and gaming strategies of workplace engagement, and contribute to learning through individual and group activities. Prerequisite: ITP 350 or permission of instructor. Cr 3.

ITP 381 Human Resource Development
Students are introduced to the various functions of human resources in industrial settings. Topics covered include human resource planning, job analysis, employee selection, performance management, compensation, benefits management, safety, training, and employee relations. Offered fall. Cr 3.

ITP 410 Technical Operations and Strategies

This course will focus on the theory and application of concepts utilized to maintain global manufacturing competitiveness. Major topics may include Six Sigma, lean manufacturing, kanban, autonomation, visual signaling, poka-yoke, takt time, and kaizan techniques. Waste elimination, set-up time reduction, and continuous improvement theory and practices will be highlighted. Offered spring. Cr 3.

ITP 490 Cost Analysis and Control
This course will cover the theory and application of concepts used in analysis and control of costs pertaining to planning, developing, and managing industrial operations. Concepts include financial/cost accounting, time value of money, methods of evaluating competing alternatives, economic value-added analysis, and capital equipment cost justification. Prerequisite: ACC 110 or permission of instructor. Offered spring. Cr 3.

ITS 320 Workplace Safety and Health Management Systems
This course covers the importance of safety and health in the workplace. Emphasis will be placed on the worker in the work environment with an emphasis on OSHA and other regulatory agencies, measures for identifying and controlling workplace hazards, record keeping and reporting, ergonomics, workplace violence and security, fire prevention, electrical safety, hazardous materials, job safety analysis, risk assessment, machine safeguarding, hazardous waste, and selected environmental problems. Students have the opportunity to obtain the 30 hour OSHA certification through external licensing agencies. Offered spring. Cr 3.

ITT 181 Computing Technologies
This course is a broad overview to current and emerging technologies used in a networked computing environment. Major topics include computer hardware, operating systems, networking, security, web, and software applications. Emphasis is placed on how technology is used within a corporate setting. Offered fall and spring. Lecture and lab. Cr 3.

ITT 200 Introduction to Cybersecurity
An introduction to the fundamentals of cybersecurity and information assurance. Students will develop a knowledge base for defining and recognizing both online threats and potential targets, and develop intellectual tools for evaluating relative risks within cyberspace. Students will apply theories and best practices for addressing potential costs of countermeasures for cyber attacks. Offered fall and spring. Lecture and lab. Cr 3.

ITT 231 Technical Visualization
This is an essential foundational course of conventional technical visualization, with an emphasis on technical foundations in sketching and drawing 2D and 3D illustration graphics, and exploring technical visualization skills development for problem solving. Content includes basic skills development using contemporary standards for technical sketching for creating orthographic projections, detail and assembly working drawings, and pictorial projections, instructional storyboarding, and developing visual thinking skills for creating technical visualizations and presentations. This course is an essential foundation to skills developed in ITT 282 Computer Aided Design. Offered on a two-year spring semester rotation. Cr 3.

ITT 241 Information and Communication Technologies
This course allows students to develop skills to produce clear and effective professional and technical documents. Students in this course will focus on both the basic principles of design, and the conventions of organizing and disseminating technical information. This course offers students a balance of practical knowledge for developing technical documents along with access to advanced communication technologies. Students in this course will be introduced to web publishing tools and resources; develop informational graphics for print and E-media; evaluate and create digital publications; and design and repackage technical information into visual aids. This course provides students with the technical communication foundations to thrive in the digital workplace. Offered fall. Cr 3.

ITT 270 Introduction to Computer Hardware
The goal of this course is to introduce the hardware components, and their respective functions, of microcomputer systems. Activities address the specification, assembly, upgrading, and maintenance of microcomputers. Assignments may include readings of articles and Web-based documents, discussions, tours, and hands-on activities dealing with microcomputer hardware. It is assumed that students will be proficient with personal computers. Offered on a two-year spring semester rotation. Cr 3.

ITT 272 Networking I
The goal of this course is to develop an understanding of computer networks and provide the basic background necessary for implementing and maintaining them. Topics include: cabling systems, the OSI model, LAN and WAN protocols and devices, Ethernet, Wi-Fi, TCP/IP, network security, and network virtualization. Prerequisite: ITT 181 or permission of instructor. Offered fall and spring. Cr 3.

ITT 281 Internet Web Site Development
This course develops a basic understanding of and skill in the planning, development, and maintenance of Web sites. Topics include Web site planning methods, HTML, cascading style sheets, HTML editors, FTP, site maintenance, intellectual property issues, and legal issues. Students will develop sample Web pages and associated planning documents, and maintain a Web site on a server. It is assumed that students will be proficient with personal computers. Offered fall. Cr 3.

ITT 282 Computer-Aided Design
An introduction to computer-aided design systems and their relationship to design, drafting, production, and documentation processes. Emphasis is on understanding and utilizing computer-aided design (CAD) hardware and software. The course focuses on basic 2D and 3D functions as they

generally apply to computer-aided design applications. Offered on a two-year fall semester rotation. Lecture and lab. Cr 3.

ITT 311 Infrastructure Communication Systems
An introduction to contemporary telecommunications hardware and applications. Emphasis includes state-of-the-art transmission media such as copper, fiber-optic, and wireless technologies including microwave, radio frequency, and infrared. Additional topics may include: classification of data networks; communications systems parameters such as bandwidth, serial parallel, analog and digital; modulation and multiplexing schemes; and the convergence of data, video, and voice networks. Prerequisite: ITT 272 or permission of instructor. Offered on a two-year fall semester rotation. Cr 3.

ITT 342 Digital Publishing Technologies
This course explores methods and technologies for the design of digital documents and assemblage of content information and for reproduction and repurposing to a diversity of media. Emphasis is on a practicum utilizing state of the art computer-based desktop publishing hardware and software. Activities and topics include design, layout, and management of color digital document preparation for production and cross-media specifications; digital imaging and color management; digital vector graphics for illustration, large format, and packaging products; and variable data management for output systems. An emphasis on terminology, applications, processes, materials and substrates used in conventional and digital workflows for creating artifacts. Lecture and lab. Cr 3.

ITT 343 Graphic Communication Technologies
In the pursuit of digital literacy, students enrolled in this course will design and create digital documents and visual artifacts through advanced activities, apply design strategies, perform collaborative tasks, implement digital workflows, and incorporate contemporary processes for using digital equipment and applicable materials. Students will prepare proposals and presentations as related to course assignments, readings, lecture topics, discussions, demonstrations, and technological analysis for both established and emerging Graphic Communication Technologies. This course provides students with a balance of practical knowledge and advanced technology skills, as well as theoretical foundations to thrive in the digital world. Offered on a two-year spring semester rotation. Lecture and lab. Cr 3.

ITT 344 Digital Video and Media Streaming Technologies
In the pursuit of digital literacy, students enrolled in this course will explore time-based digital technologies for creating and delivering digital video products that focus on technical demonstrations and training for the technology industry. Students will work independently and collaboratively, implement digital workflows, and formulate project proposals, and produce digital video projects as related to course assignments, readings, lecture topics, discussions, demonstrations, and analysis of established and emerging digital video technologies. Students will be creating, capturing, processing, archiving, transmitting, and problem solving and submitting time-based projects. This course provides students with a balance of practical knowledge and advanced technology skills, as well as theoretical foundations to thrive in the digital world. Lecture and lab. Cr 3.

ITT 362 Operating Systems Security
Provides a fundamental understanding of both client and server operating system security concepts and techniques. Explores vulnerability, configuration and maintenance, operating system features and other tools commonly employed to achieve and maintain protection of computer resources. Prerequisite: ITT 200 or COS 200. Offered spring. Cr 3.

ITT 363 Server Administration and Maintenance
This course covers the concepts, tools, and practices for installing, managing, and troubleshooting a multi-user or backend server. A combination of lecturers, discussions, and hands-on activities will provide the student with broad exposure to topics related to server administration, including management of user accounts, file systems, processes, as well as installation and upgrades, backup and restore, performance monitoring, and system security. Students will also be exposed to operating system concepts, server virtualization, and an introduction to cloud computing. Prerequisite: ITT 272 or permission of instructor. Offered fall. Cr 3.

ITT 373 Networking II
This course builds upon the principles and concepts in ITT 272 and focuses on the design of larger networks needed to support enterprise-wide computing. Topics include: network architectural models, modular and tiered designs, remote office designs, network monitoring, and implementation of more specialized networks such as one for a data center. Prerequisite: ITT 272 or permission of instructor. Offered spring. Cr 3.

ITT 376 Network Defense
This cybersecurity course examines the issues of securing the communications path between systems, including both physical and logical connections. Topics addressed include approaches to securing networks using risk analysis, cost effective countermeasures, layered defenses, and network policy development and implementation procedures. Students will be exposed to a mixture of devices and protocols implementing network defense including firewalls, proxy servers, IDS/IPS solutions, cryptography, VPNs, network access controls, and honeypots. Prerequisites: ITT 200 or COS 200 and ITT 272 or permission of instructor. Offered fall. Cr 3.

ITT 377 Networking for Video and Multimedia
This course provides a technical introduction to video and multimedia systems as they are developed, delivered, and managed over high-speed networks. Students will explore and work with video and multimedia file formats, and storage systems with a focus on high-speed networks. Video and multimedia standards and protocols will be examined including compression and security aspects of delivering audio, video,

animation, games, simulations, and new forms of media. Bandwidth, interactivity, quality of service, platform support, and standards are key components of this course. Prerequisite: ITT 272 or permission of instructor. Offered on a two-year spring semester rotation. Cr 3.

ITT 382 Advanced Web Site Development
This course advances an understanding of innovative techniques for developing dynamic websites. Topics include an analysis of fundamentals of HTML and cascading style sheets (CSS), as well as best practices and standards for managing website initiatives and development teams. Student objectives include: demonstrating a proficiency of working with HTML 5/CSS standards; including conceptual design development, graphics and user interface design prototypes (UI), and applying user experience (UX) concepts for delivery of online content. Prerequisite: ITT 281 or permission of instructor. Offered spring. Cr 3.

ITT 383 Databases
This course explores database fundamentals, design, implementation, and administration using industry standard technologies and methodologies. The relational database model and the newer semantic object models of database design will be examined and provide students the opportunity to model, design, and implement databases using both methods. Emphasis will be placed on modern multi-user, multi-processing, Web-enabled databases and structured query language (SQL). There will be significant hands-on components in the course. Prerequisite: ITT 181 or permission of instructor. Offered fall. Cr 3.

ITT 385 Integrative Programming
Organizations use many disparate technologies that need to communicate and work with each other. Integrative Programming focuses on the "glue" that holds systems together. It surveys several programming languages, including scripting languages, as each has different applications to integration. System architectures such as service-oriented architectures, programming interfaces such as Web services and REST, and programming practices such as mediation support the management, evolution and security of the information systems that support the organization. Prerequisites: COS 161 and ITT 272, or permission of instructor. Offered spring. Cr 3.

ITT 400 Occupational Competency
This course is designed to allow credit for technical expertise learned on the job or through attendance at appropriate/related schools, workshops, and/or seminars. The student's technical knowledge and skill must be documented through the Department's portfolio assessment procedures. See advisor for further information. Cr 1-36.

ITT 413 Ethical Hacking
This course focuses on offensive cybersecurity techniques and the countermeasures needed to defend against them. Topics covered include target surveillance, attack surface evaluation, system foot printing, social engineering, vulnerability scanning, and vulnerability exploitation. Students will be exposed to the ethical requirements of penetration testing, including the principles and conditions needed beforehand, and the role of the reporting process. Prerequisites: ITT 200, ITT 272, PHI 235 or any Ethical Inquiry, Social Responsibility, and Citizenship course, or permission of instructor. Offered fall. Cr 3.

ITT 444 Animation and Motion Imaging Technologies
In the pursuit of digital literacy, students enrolled in this course will create, capture, and manipulate images to produce animated projects, making the illusion of motion by means of a rapid display of a sequence of static images that minimally differ from each other. Animation can be either seen as analogue media, flip books, video capture, digital media, and presented and archived in multiple formats including animated GIF, Flash animation, digital video capture, and streaming media. Students will explore both the foundations of animation, and advanced digital computer applications for creation of animated environments and products. This course provides students with a balance of practical knowledge and advanced technology skills, as well as theoretical foundations to thrive in the digital world. Students should have appropriate computer skills to enroll in an advanced technology course. Offered on a two-year fall semester rotation. Cr 3.

ITT 451 Cyber Laws, Policies, and Ethics
This course introduces aspects of cybersecurity laws and policies to intergrate these challenges into cyber planning, operations, and strategy. The class will explore privacy issues, legal considerations, codes of ethics, and ethical implications faced by cybersecurity professionals. Topics align to the Department of Homeland Security (DHS) organizational security knowledge area covering security laws, regulations, and regulatory standards such as the International Organization for Standardization (ISO). Students will analyze organizations to develop security profiles for public and private entities. The intent is to develop understanding as a security professional of governances and how they convey compliances to business verticals such as healthcare and eCommerce. Prerequisite: ITT 200. Cr 3.

ITT 453 Special Topics in Information Technology and Cybersecurity
Topics in information technology and cybersecurity not regularly covered in other courses. The content can be varied to suit current needs. May be repeated for credit when topics vary. Prerequisite: Senior status or permission of instructor. Cr 3.

ITT 460 Capstone
This is a senior level course that integrates curriculum content from previous courses to create a capstone experience with a focus on project management and professional communications. Students will use project management and professional communication techniques to select, complete, and report on an individual or team project that demonstrates achievement at the application and syntheses level. Students must contact the instructor and have a project and proposal approved before being enrolled in the course. Prerequisites: ITP 210, ITP 230, graduating senior status, and permission of instructor. Offered fall and spring. Cr 3.

ITT 482 Computer Systems Forensics
This course provides a fundamental understanding of hardening and assessment techniques and a hands-on approach to the hardware and software tools and techniques associated with the protection of computer systems and networks. It examines how to protect computer and network resources as deployed in a typical organization, and it explores protection of communications, resources, intrusion detection systems, firewalls, and the use of various tools for system and network protection. Prerequisites: ITT 200, ITT 362, and ITT 376 or permission of instructor. Offered spring. Cr 3.

ITT 486 User Experience
This course analyzes and evaluates properties and characteristics of human user experiences as they relate to interactions with information and computer technologies. Students will learn and analyze a broadly defined understanding of human-computer interaction (HCI), explore the fundamentals and theoretical knowledge of HCI, and how to apply it in a cognitive work environment, home/personal use, and social spaces. Students will identify tools and methodologies for evaluating users experiences using observation, numbers, and statistics. Prerequisites: ITT 272, ITT 281, or permission of instructor. Offered fall. Cr 3.

ITT 487 Operations Senior Seminar
The focus of this course is on operational excellence in practice. Topics will include the impact of virtualization on operations, mobile computing operations and management, business continuity, best operational practices, service quality measures, incident preparedness and recovery and major impacts such as mergers and acquisitions. Guest speakers and field trips will be a component of the course. Prerequisites: graduating senior status and permission of instructor. Offered spring. Cr 3.

ITT 490 Directed Study
Provides upper-level students an opportunity to independently pursue a topic, project, or experiment of interest. Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of merit. Prerequisite: permission of instructor. Offered fall and spring. Cr 1-6.

STH 440 College of Science, Technology, and Health Internship
An in-depth experience in hands-on learning and professional development acquired in the field. Students will focus their efforts in an engaged learning opportunity related to their major and area of professional interest, usually located in a business, institutional, industrial setting, research laboratory, or similar off-campus site. Prerequisites: matriculated student, minimum 60 completed credits, minimum 2.5 GPA, a precise definition of the internship experience and consent of the instructor. Pass/fail only. Generally restricted to CSTH majors. May be repeated. Cr 1-6.

Graduate (Back to top)

CYB 501 Cybersecurity Fundamentals
This course explores fundamental concepts of cybersecurity. The course will examine risk assessment and policy development to protect enterprise assets, basic security requirements of modern computing environments, and defense tools and methods used to apply a cyber-defense. The role of cryptology to protect information, access control methods, business continuity, and disaster recovery will be discussed. Topics will include incident response, secure design principles for networks and software, digital forensics, security operations, and legal aspects of security. Prerequisite: graduate standing. Cr 3.

CYB 515 Research Methods
This course examines methods for conducting research. It teaches students the research methodologies of qualitative, quantitative, mixed-methods, and Design Science Research (DSR). The course covers basic processes of choosing a research topic, choosing the research methodology, forming the research question, conducting a literature review, forming the conceptual concept, conducting and documenting the research, ensuring validity and reliability, communicating the research results, and ensuring all research compliance documents are completed. Cr 3.

CYB 530 Project Management in Cybersecurity
This course will analyze resources related to project management. Significant effort will be devoted to understanding global socioeconomic, political, environmental, and cultural issues. Case studies will broaden understanding of best practices and ability to create projects in a global economy. Students will be introduced to computer-based tools used in project management. Prerequisite: CYB 501 or permission of instructor. Cr 3.

CYB 551 Cyber Laws, Policies, and Ethics
This course introduces aspects of cybersecurity laws and policies to integrate these challenges into cyber planning, operations, and strategy. The class will explore privacy issues, legal considerations, codes of ethics, and ethical implications faced by cybersecurity professionals. Topics align to the Department of Homeland Security (DHS) organizational security knowledge area covering security laws, regulations, and regulatory standards such as the International Organization for Standardization (ISO). Students will analyze organizations to develop security profiles for public and private entities. The intent is to develop understanding as a security professional of governances and how they convey compliances to business verticals such as healthcare and eCommerce. Cr 3.

CYB 576 Network Security Management
This cybersecurity course examines issues of securing the communications path between systems, including both physical and logical connections and interactions that network policies may help to defend them. Emphasis is placed on emerging technologies and standards, and defenses beyond the common firewall and IDS systems. Topics include approaches to securing networks using risk analysis, cost effective countermeasures, layered defenses, and network policy development and implementation procedures. Students are expected to have a basic understanding of computer networks prior to the start of the course. Prerequisite: CYB 501 or permission of instructor. Cr 3.

CYB 582 Cybersecurity Investigations
This course will examine how digital evidence is gathered, handled, and admitted to court. The course will focus on the forensic process and adherence to the law of legally obtaining digital evidence that will be admissible in court. Topics include conducting forensic investigations on computer systems, mobile devices, networks, embedded devices, Internet of Thins devices, documenting evidence, preparing a forensics report, and how to prepare for presenting evidence at a trial. Prerequisites: graduate standing, CYB 501, or permission of instructor. Cr 3.

CYB 583 Database and Application Security
This cybersecurity course examines the issues surrounding protecting data both at rest and in motion in data management systems including databases and similar high-value networked applications. Both the theory and practice of various data protection models will be explored. Topics include common vulnerabilities, access control, data integrity models, privacy controls, compliance, and data auditing. Students are expected to have a basic understanding of databases and SQL prior to the start of the course. Prerequisite: CYB 501 or permission of instructor. Cr 3.

CYB 584 Cybersecurity Operations
This course provides an in-depth look at the functions and topics for security operations in a computing environment. It teaches students what activities and processes are needed to defend against security vulnerabilities when operating networks, systems, information, and people. This course covers concepts to securely maintain systems in an organizational setting, to include both private- and public- sector environments. Prerequisites: graduate standing, CYB 501, or permission of instructor. Cr 3.

CYB 591 Capstone Proposal
This course is the foundation to the capstone option of the cybersecurity masters program. Students will complete a project on a topic from their chosen cybersecurity career field. A full-time faculty in cybersecurity is assigned as a mentor. At the end of the course, the student presents the project proposal to the Master's in Cybersecurity Thesis and Capstone Committee. Prerequisite: CYB 515. Cr 3.

CYB 592 Capstone Presentation
This course is the final step to the capstone option of the cybersecurity masters program. Students will complete the approved project from CYB 591. A full-time faculty in cybersecurity is assigned as a mentor. At the end of the course, the student presents the final project to the Master's in Cybersecurity Thesis and Capstone Committee. Prerequisite: CYB 591 or permission of instructor. Cr 3.

CYB 698 Thesis Research
This course is a two-semester requirement. The course involves thesis research and preparation. It may be repeated for credit, but no more that six credits will apply to the degree. Enrollment is required each term in which the thesis is in progress. This option provides structure and assistance to students wishing to complete a formal thesis rather than a research project. Upon completion, the student will present a verbal summary of the thesis at a formal thesis defense meeting. This option may be especially attractive for those students contemplating doctoral work. Prerequisites: CYB 515, 15 credits of CYB courses, and permission of instructor. Cr 3.

Lewiston-Auburn College Overview

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

Professors: Tara Coste, Ike Levine, Liz Turesky
Associate Professors: Paul Caron, Rose Cleary, Joyce Gibson, Christy Hammer, Dan Jenkins, Susan Noyes, Mary Anne Peabody, Mark Silber, Blake Whitaker
Assistant Professors: Dami Alegbeleye, Mary Anderson, Tammy Bickmore, Leeza Goryunova, Joseph Lasley
Lecturers: Sarah Grinder, Bernadette Kroon, Erin McCall, Sharon Timberlake, Jason White

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

The College offers Doctoral degrees in:

- Occupational Therapy
- Leadership

Please visit the Office of Admissions for graduate application information.

PhD in Leadership

Description

The Ph.D. in Leadership seeks to prepare leaders capable of effectively addressing various challenges that cross disciplinary boundaries and sectors in a global context. Graduates of the Ph.D. in Leadership will be equipped with the expertise to lead within diverse contexts, from business and non-profit to government and community organizations, with knowledge and skills to work across disciplinary and sectoral boundaries, to facilitate productive dialogue towards consensus, to conduct research and evaluate research done by others, and to foster resilience and sustainability within the environment they lead.

The Ph.D. in Leadership builds upon the strong legacy of one of the first academic programs in Leadership in the world. It is a post-master's degree 72 credit hour program designed for experienced leaders who are employed throughout the duration of the program. (Students with master's degrees in applicable areas may be allowed to utilize some of their master's degree work to fulfill the requirements of the doctoral program.) Although the program is designed to be very low residency, with a maximum required attendance in person of three days a year, courses in leadership, group dynamics, communication, cultural contexts, and creativity are available in both blended and fully online formats.

Program Highlights:

The primary focus of the doctoral program is to develop thought leaders who are committed to exploring leading-edge issues in innovative ways, combining scholarship, creativity, and self-inquiry. The core knowledge and skills required to explore these issues requires a transdisciplinary understanding of local, regional, national, and global organizational contexts and challenges and includes:

1. Knowledge and skills to lead diverse people and organizations
2. Professional integrity and reflective, ethical practice
3. Ability to lead change and innovation
4. Systems, complexity, adaptive, and associated theories and models of leadership
5. Practice-based research
6. Research methods

Program Requirements

Ph.D. in Leadership (72 credits)

Leadership Core (24 credits):

Students will complete 24 credit hours in foundational leadership and organizational theory courses, including seminars in ethics, global leadership, and organization development, and three one-credit weekend-intensive residencies (orientation, research, and pre-dissertation).

- LOS 700 Foundations of Leadership Studies I: Theory and Practice (3 cr.)
- LOS 701 Foundations of Leadership Studies II: Theory and Practice (3 cr.)
- LOS 702 Leading Organization Development (3 cr.)
- LOS 740 Leadership & Applied Ethics (3 cr.)
- LOS 751 Global Leadership (3 cr.)
- LOS 770 The Learning Organization (3 cr.)
- LOS 790 Residency I: Orientation to Doctoral Studies in Leadership (1 cr.)
- LOS 791 Residency II: Focusing on Leadership Research (1 cr.)
- LOS 792 Residency III: Preparing the Leadership Dissertation (1 cr.)
- Global Immersion: LOS 571 International Leadership Association Global Conference (3 cr.) *or* LOS 670 Leadership Study Abroad (3 cr.)

Note: Students will attend three required one-credit Fri-Sun intensives at the beginning of each pre-dissertation year of study, in late August (3 cr. total).

Program Concentrations (18 credits)

Students will develop their Program of Study by taking 18 credits of coursework in either *Leadership Studies* **or** *Organization Development*.

- **Leadership Studies Concentration (18 credits):**
    - LOS 512 Deliberate Creativity and Innovation (3 cr.)
    - LOS 611 Communication and Relationship Building (3 cr.)
    - LOS 661 Ethical and Spiritual Dimensions of Leadership (3 cr.)
    - LOS 703 Comparative Leadership Theory (3 cr.)
    - LOS 752 Global Leadership Theory (3 cr.)
    - LOS 771 Comparative Organizational Theory (3 cr.)

- **Organization Development Concentration (18 credits):**
    - LOS 512 Deliberate Creativity and Innovation (3 cr.)
    - LOS 611 Communication and Relationship Building (3 cr.)
    - LOS 625 Training and Development (3 cr.)
    - LOS 665 Organizational Consulting: A Perspective on Leadership (3 cr.)
    - LOS 772 Strategic Planning, Visioning, & Design (3 cr.)
    - LOS 775 Leading for Financial Performance & Accounting (3 cr.)

Approved Electives (6 credits)

- Any graduate-level LOS course not otherwise required by your degree plan (pre-approved by your faculty advisor) (3-6 cr.)
- Any graduate-level course applicable to the study of leadership (pre-approved by your faculty advisor) (3-6 cr.)

Research Methods (15 credits)

- LOS 710 Foundations of Leadership Research (3 cr.)
- LOS 713 Quantitative Methods for Leadership Studies I (3 cr.)
- LOS 715 Qualitative Methods for Leadership Studies I (3 cr.)
- LOS 810 Leadership – Research Design / Proposal Seminar (3 cr.)

  Choose one of the following:

    - LOS 714 Quantitative Methods for Leadership Studies II (3 cr.)
    - LOS 716 Qualitative Methods for Leadership Studies II (3 cr.)
    - LOS 719 Organizational Analysis (3 cr.)

Declaration of Candidacy

1. To declare candidacy for the Ph.D. in Leadership, students must successfully complete the fifth Research Methods course in the sequence, LOS 810 Research Design / ProSeminar, and proposal for their dissertation. The dissertation proposal defense process is embedded in LOS 850 Dissertation Proposal.
2. A passing score on Comprehensive Exams are required and will include:
    1. Part 1: Completion of three out of five essay questions related to curricular content, with at least one question related to the student's program concentration.
    2. Part 2: Intensive/Integrated case study analysis in small groups.
    3. Part 3: Students are assigned an additional intensive/integrated case to analyze as if they were the leader of an organization or consulting an organization on the issues in the case. Three weeks after the completion of parts one and two, the student must meet with the program faculty who will play the roles of members of the fictitious organization, and give a presentation / facilitate a conversation, i.e., here's your problem and what are you going to do?

Dissertation (9 credits)

The doctor of philosophy degree is a research degree awarded in recognition of demonstrated mastery of subject matter in a chosen field of study and demonstrated competence in the conduct of an individual research investigation that represents a significant contribution to the cumulative knowledge of the field. This program of study and research will be supervised by an advisory committee. In the end, the candidate's research must be approved by the advisory committee as meeting the standards generally associated with a successful doctoral dissertation.

- LOS 850 Leadership – Dissertation Proposal (3 cr.)
- LOS 851 Leadership – Dissertation Continuation (3 or more cr.)
- LOS 852 Leadership – Dissertation Completion (3 cr.)

Statute of Limitations

The Department expects students to complete all requirements in the Ph.D. Program within a period of 10 years from the student's initial registration.

Recommended Course Sequence

Program Schedule:

Students will generally take two courses each semester (September - May) and two courses during the summer. A personalized course schedule will be developed after students have been admitted to the program so that it may be best designed to fit the students' needs.

Residency:

At the beginning of each pre-dissertation year of study, students will participate in a mandatory in-person three-day residency on our Portland campus.

Year 1: Fall

- LOS 790 Residency I: Orientation to Doctoral Studies in Leadership (1 cr.)
- LOS 700 Foundations of Leadership Studies I: Theory and Practice (3 cr.)
- LOS 710 Foundations of Leadership Research (3 cr.)

Year 1: Spring

- LOS 701 Foundations of Leadership Studies II: Theory and Practice (3 cr.)
- LOS 713 Quantitative Methods for Leadership Studies I (3 cr.)

Year 1: Summer

- LOS 751 Leadership in a Global Society (3 cr.)
- First Summer Concentration Course (3 cr.)

Year 2: Fall

- LOS 791 Residency II: Focusing on Leadership Research (1 cr.)
- LOS 702 Leading Organization Development (3 cr.)
- LOS 715 Qualitative Methods for Leadership Studies I (3 cr.)

Year 2: Spring

- LOS 740 Leadership & Applied Ethics (3 cr.)
- LOS 770 The Learning Organization (3 cr.)

Year 2: Summer

- Methods Elective (LOS 714, LOS 716, or LOS 719) (3 cr.)
- Second Summer Concentration Course (3 cr.)

Year 3: Fall

- LOS 792 Residency III: Preparing the Leadership Dissertation (1 cr.)
- LOS 611 Communication & Relationship Building (3 cr.)
- Global Immersion: LOS 571 International Leadership Association Global Conference (3 cr.) *or* Elective One (3 cr.)

Year 3: Spring

- LOS 810 Leadership Research Design / Pro Seminar (3 cr.)
- LOS 512 Deliberate Creativity & Innovation (3 cr.)

Year 3: Summer

- LOS 670 Leadership Study Abroad (3cr.) *or* Elective One (3 cr.)
- LOS 850 Leadership Dissertation Proposal (3 cr.)

Year 4: Fall

- LOS 851 Leadership Dissertation Continuation (3 or more cr.)
- Second Fall Concentration Course (3 cr.)

Year 4: Spring

- LOS 852 Leadership Dissertation Completion (3 cr.)
- Second Spring Concentration Course (3 cr.)

Year 4: Summer

- Elective Two (3 cr.)

Concentration Course Rotations

Leadership Studies

Fall Course One: LOS 611 Communication and Relationship Building

Fall Course Two: LOS 703 Comparative Leadership Theory

Spring Course One: LOS 512 Deliberate Creativity and Innovation

Spring Course Two: LOS 752 Global Leadership Theory

Summer Course One: LOS 661 Ethical and Spiritual Dimensions of Leadership

Summer Course Two: LOS 771 Comparative Organizational Theory

Organization Development

Fall Course One: LOS 611 Communication and Relationship Building

Fall Course Two: LOS 775 Organizational Finance & Budgeting

Spring Course One: LOS 512 Deliberate Creativity and Innovation

Spring Course Two: LOS 625 Training and Development

Summer Course One: LOS 665 Organizational Consulting: A Perspective on Leadership

Summer Course Two: LOS 772 Strategic Planning, Visioning, & Design

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 in both a fully asynchronous online format (100% of course activities online and no on-campus requirements) and a blended format (at least 50% of the coursework online with class meetings that can be attended in person on-campus or virtually via web conferencing). 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.

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 Leading Across Cultures (required) 3 cr
- LOS 551 Diplomacy in a Modern World 3 cr
- LOS 571 International Leadership Association Annual Global Conference 3 cr

Plus, one of the following courses:

- 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 Leading Organization Development 3 cr
- LOS 587 Collegiate Leadership Competition 3 cr
- LOS 599 Topics 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 626 Leadership Program Design and Evaluation 3 cr
- LOS 627 Leadership Education 3 cr
- LOS 631 Leadership & Film 3 cr

- LOS 639 Women's Ways of Leading: Building Partnerships, Creating Change 3 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
- FSP 602 Power and Powerlessness in the Food System 3 cr
- FSP 603 Environmental Resilience and Food Systems 3 cr
- FSP 620 Poverty and Hunger 3 cr
- FSP 695 Food Studies Internship 1-6 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:

Full-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.
**LOS undergraduate students in this Accelerated Pathway may only apply LOS 500, 501, 512, & 550 as general electives for their LOS-BS degree.

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

Program Requirements

Certificate Requires 12 credits

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

LOS 512 Deliberate Creativity and Innovation 3 cr

LOS 550 Leading Across Cultures 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 I: Theory and Practice.

Certificate of Graduate Study in Leadership

Description

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

Program Requirements

Certificate Requires 12 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

LOS 611 Communication and Relationship Building 3 cr

Any three-credit 600+ level LOS course with the exception of LOS 610, 688, and 689.

Recommended Course Sequence

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

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 through 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 in a fully asynchronous online format (100% of course activities online and no on-campus meetings). Additionally, two of the required courses--LOS 500 and 501--are also available in a blended format (at least 50% of the coursework online with class meetings that can be attended in person on campus or virtually via web conferencing). Blended courses meet on our Portland campus. For more information, please contact the Office of 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 Leading Organization Development 3 cr (online only)

LOS 625 Training and Development 3 cr (Online)

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

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 I: Theory and Practice and then take LOS 665 Organizational Consulting: A Perspective on Leadership as their last course.

Certificate of Graduate Study in Professional Leadership Education

Description

In order to meet the void of professional credentialing of leadership educators, this unique, 12-credit, post-baccalaureate certificate draws faculty and professionals in curricular and co-curricular higher education contexts who are interested in developing their capacity to design, deliver, and evaluate postsecondary leadership education programs. The certificate begins with a solid, advanced-level grounding in leadership, group, and organizational theory, and continues through two chief courses focused on leadership curriculum, program design, and evaluation, as well as the practice of teaching, learning, and assessment in leadership education programs, respectively.

Students who earn this certificate will...

- Increase their knowledge of theories of leadership and leadership contexts
- Improve their capacity to design, deliver, and evaluate leadership education programs in higher education
- Develop experientially focused teaching and facilitation skills, including a variety of instructional and assessment strategies, for delivering leadership education programs in curricular and co-curricular contexts

The Certificate of Graduate Study in Professional Leadership Education is available in a fully asynchronous online format (100% of course activities online and no on-campus requirements). Additionally, two of the required courses--LOS 500 and 501--are also available in a blended format (at least 50% of the coursework online with class meetings that can be attended in person on campus or virtually via web conferencing). 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 I: Theory and Practice 3 cr

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

LOS 626 Leadership Program Design and Evaluation 3 cr

Leadership Studies Course Descriptions

LOS Course Descriptions

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

- Undergraduate
- Graduate
- Doctorate

Undergraduate

LOS 112 Microsoft Excel

This course uses a problem-solving approach to electronic spreadsheets. Students will learn advanced data analysis and formulas, and create graphs to interpret data. This course should be completed prior to taking a financial management, economics, or budgeting course. Cr 1.

LOS 114 PowerPoint

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

LOS 120 Statistics for Informed Decision Making (QR)

This course introduces and offers students practice applying the following quantitative analyses to address real world questions: descriptive statistics, sampling and significance testing, correlation, and regression. The course provides the opportunity to interpret and analyze statistical decision making and identifies data misconceptions and misuses. Prerequisite: Grade of C- or higher in any MAT 100+ course, or appropriate placement test score. Cr 3.

LOS 210 Creative Critical Inquiry (CI)

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

LOS 270 Introduction to Leadership (EL)

This course explores effective leadership on campus and beyond and offers an overview of leadership models and leadership development tools, including self-development, strengths-based leadership, and group dynamics and roles. Complex organizations are introduced and discussed. Students are expected to implement leadership concepts and practice leadership skills through engagement in campus and community activities and service learning. Cr 3.

LOS 299 Writing in the Major

This course provides instruction and practice in academic thinking and writing applicable to leadership and organizational studies. As those in leadership positions should strive to be excellent communicators, the goal of this course is to strengthen learners' written communication skills and knowledge of academic writing, writing tools, and APA style, as well as critical thinking skills. LOS majors should take the course during their first semester of the program. Prerequisite: College Writing with a grade of C- or higher. Co-requisite: For LOS majors, LOS 299 is a co-requisite of LOS 300. Cr 1.

LOS 300 Organizational Theory

This course provides an overview of organizational theories in a leadership context. Organizational issues, such as structure, leadership, power, and change are introduced and analyzed. This is an excellent course for students interested in how organizations work. Students in LOS majors 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 grade of C- or higher is required for LOS majors and preferred for all other students. Co-requisite: LFor LOS majors, LOS 299 is a co-requisite. Cr 3.

LOS/SBS 301 Group Dynamics (EL)

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. Focusing on group process and development, it provides a theoretical foundation for how groups function and 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 grade of C- or higher is required for LOS majors and preferred for all other students. Cr 3.

LOS/SBS 302 Organizational Behavior (EL)

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 discuss individual and organizational learning, individual values and motivation, interpersonal communication and work team dynamics, leadership and emotional intelligence, power and influence, and 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 offers introduction to budgeting, budget analysis, cost analysis, and decision making in 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; and an overview of basic accounting principles. Assignments emphasize using Excel 2016 for analysis and presentation of fiscal and budget data. Students will learn to present budget information to knowledgeable but non-technical audiences using tables and graphs. Cr 3.

LOS 310 Science, Technology, and Society (SCA)

This course examines the history of science and technology and the social changes related to them. It examines the impact of science and technology on ethical and religious beliefs, social institutions such as education, family, and work, and on larger sociopolitical entities and relations. The course also explores the effects of science and technology on natural and human-made environments. 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 labor-management relations within the United States. 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 that 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? Students will get aquainted with critical theory on new media and explore technological and cultural associations with this nascent but pervasive phenomenon. 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 (EL)

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. Students learn how to apply appropriate methods of inquiry and complete an applied project. Strongly recommended for students going on to graduate school, careers in consulting, or human resource management. Prerequisite: LOS 120 or equivalent. Cr 3.

LOS 330 Cultural Contexts (DIV)

Students will explore leadership practices in different 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 identify and practice skills required for effective leadership 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. In this course, students will explore leadership as it is presented in various films. Through the use of film, we will discuss themes relating to leadership such as power, influence, oppression, ethics, service, and more. Cr 3.

LOS 350 Leadership

This foundational course provides learners with a review of major leadership concepts and theories. It discusses research findings, practice, skill-building, and direct application to real world scenarios, and offers an overview of 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. Through an experiential design, students will reflect on personal leadership styles and examine approaches to leading others in diverse organizational settings. LOS majors must complete this course with a grade of B- or better as a condition of their degree. Prerequisite: Completion of College Writing with a grade of C- or higher is required for LOS majors and preferred for all other students. Cr 3.

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 387 Collegiate Leadership Competition

Competitions and performances are high impact educational practices. When conceived and implemented well, these practices can hone and enhance a student's behavioral skills and cognitive competencies. This course is grounded in an intentional team-based learning model that culminates in participation in the Collegiate Leadership Competition. Like the training regimen of athletes and musicians, students in this course will participate in a robust "practice field" where, as student leaders, they can apply what they're learning in a context that challenges and stretches them to the boundaries of their leadership knowledge, skills, and abilities. Cr. 3

LOS 398 Independent Study (EL)

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

LOS 399 Special Topics

The scope of topics vary and may include current special issues related to leadership and organizations. Cr 3.

LOS 400 Senior Seminar: Global Citizenship

Students will develop an understanding of current global challenges and their effects on local communities, as well as the major stakeholders involved in addressing these challenges. They will learn about the role of international organizations and the processes these organizations use to design and implement effective solutions for global challenges. They will explore how proposed solutions may be affected by the intersection of cultural perspectives and sovereign interests. As an outcome of the course, students will identify a global issue/challenge that they care deeply about and will develop an actionable "Commitment to Action Proposal" to address a manageably-sized piece of that larger issue. 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 training and development process in the context of leadership and 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 session as a major project for this course. Prerequisite: Instructor permission required. 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 women leaders, systems of power and privilege, cultural shifts, and the psychology of bias. Our investigations will range from the private corporate sector to government and nonprofits, both within our country and abroad. Learning will be enhanced by facilitated discussions and interviews with community leaders. Cr 3.

LOS 440 Leading Organizational Change (EL)

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 (EL)

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 & EL)

The goal of this course is to familiarize students with key issues in leadership across cultures and provide tools to be an effective leader in a global environment. Through international travel, a variety of readings, and reflection exercises, students will examine a range of leadership situations and 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 Leading Organization Development

With a focus on organizational development frameworks, strategies, and processes, this course explores the theories and research of leading effective holistic systems change. An emphasis will be placed on processes for leading organizational change and related emerging leadership theories and research. Case studies 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 550 Leading Across Cultures

This course provides an analysis of the role that culture and cultural differences play in professional, civic, and social life. The essential question for the course is: how does one effectively lead in a multicultural environment? Students will learn leadership approaches in a complex world where multifaceted and multidisciplinary knowledge is required to be successful. 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 587 Collegiate Leadership Competition

Competitions and performances are high impact educational practices. When conceived and implemented well, these practices can hone and enhance a student's behavioral skills and cognitive competencies. This course is grounded in an intentional team-based learning model that culminates in participation in the Collegiate Leadership Competition. Like the training regimen of athletes and musicians, students in this course will participate in a robust "practice field" where, as student leaders, they can apply what they're learning in a context that challenges and stretches them to the boundaries of their leadership knowledge, skills, and abilities. Cr 3.

LOS 599 Topics

The scope of topics vary and may include current special issues related to leadership and organizations. 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 both now and 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 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. This course 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 leadership and 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 session as a major project for this course. Cr 3.

LOS 626 Leadership Program Design and Evaluation

The goal of this course is to develop knowledge of and skill in planning leadership programs, with a special emphasis on curricular design and program evaluation. The overall focus of this course is on planning leadership programs that provide or support learning for individuals and groups in higher education, both in curricular and co-curricular contexts. This focus includes programs of instruction including the sequencing of leadership learning objectives and outcomes, situational factors, learning activities, and feedback and assessment procedures, as well as support services. While these contexts present a myriad of situations in which program planning occurs, we will focus on essential components of program planning that seem to be common to most, if not all planning situations. Cr 3.

LOS 627 Leadership Education

This course focuses on leadership education by connecting leadership theory and andragogy to practice. As institutions of higher education continue to focus on the leadership development of undergraduates, this course attempts to prepare aspiring leadership educators to fulfill the promise of their future institutions' mission statements. By developing programs, workshops, courses, sessions, and other opportunities for leadership learning in both curricular and co-curricular settings, students in the course will develop practical skills and valuable knowledge related to becoming an efficient and effective leadership educator in modern postsecondary environments. 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. In this course, students will explore leadership as it is presented in various films. Through the use of film, we will discuss 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 women leaders, systems of power and privilege, cultural shifts and the psychology of bias. Our settings of our investigations will range from the private corporate sector to government and nonprofits, both within our country and abroad. Cr 3.

LOS 651 Technology in Society

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

LOS 661 Ethical and Spiritual Dimensions of Leadership

What are the roles of ethics and spirituality in leadership? Where 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 an 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 with a B or better. 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

The scope of topics vary and may include current special issues related to leadership and organizations. Cr 3.

Doctorate (Back to top)

LOS 700 Foundations of Leadership Studies I: Theory & 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 701 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 702 Leading Organization Development

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 703 Comparative Leadership Theory

This course provides an opportunity to explore, critique and synthesize, and compare and contrast the major leadership theories amongst our discipline (e.g., transformational, servant, complexity, followership, authentic, etc.) including classical, neoclassical, contemporary, critical, and emergent perspectives. Guided by an understanding of the principles of theory construction, the fundamental tenets of each theory are considered in relation to stated propositions, accrued evidence, organizational utility, and unanswered questions. Throughout the course, comparative analysis and critique of leadership theory are fostered with respect to the perennial questions informing research as well as scholarship and practice in the field of leadership studies and other disciplines with multiple perspectives for application to dilemmas and challenges in global and local organizations. Cr 3.

LOS 710 Foundations of Leadership Research

As the core required introductory methods course for the doctoral program, this seminar forms the basis for subsequent research courses and inquiry that are central to doctoral-level work. In the course, we discuss the generation of knowledge through systematic inquiry, including processes, questions, and strategies used to conduct meaningful research in leadership contexts and systems, including for- and not-for-profit enterprises. We explore the intersection of theory and practice with an emphasis on the epistemological assumptions and design of thoughtful, ethical inquiry about leadership. We also emphasize sound academic writing principles and provide structured guidance in developing those skills. Cr 3.

LOS 713 Quantitative Methods for Leadership Studies I

This course continues the sequence of research courses to provide students with skills needed to undertake a dissertation. Specifically, students are introduced to statistical tools for organizing and describing quantitative data and drawing inferences about populations based on representative samples. Topics include distributions, probability and hypothesis testing, bivariate techniques regression/correlation, ANOVA, Chi-Square. During this course students are expected to formulate a hypothesis (for quantitative research designs). Prerequisite: LOS 710 with grade of B or better. Cr 3.

LOS 714 Quantitative Methods for Leadership Studies II

This course builds on prior quantitative coursework and introduces students to advanced statistical tools for data analysis. Topics include multivariable and multivariate techniques ANCOVA, MANOVA, factor analysis, path analysis, reliability, validity, Cronbach's Alpha. Students ready to begin proposal writing for the dissertation are encouraged to complete chapters one through three of their proposal. Prerequisite: LOS 713 with grade of B or better.Cr 3.

LOS 715 Qualitative Methods for Leadership Studies I

This course continues the sequence of research courses to provide students with skills needed to undertake a dissertation. Specifically, students are introduced to the qualitative design of the study, qualitative methods of data collection, analysis, and interpretation. They will explore five approaches of the qualitative inquiry and research design: narrative, phenomenology, grounded theory, ethnographic, case study, will practice conducting interviews and observations, as well as analysis and interpretation of collected data. During this course students are expected to identify the theoretical framework which guides their dissertation project and formulate their research question. Prerequisite: LOS 710 with grade of B or better. Cr 3.

LOS 716 Qualitative Methods for Leadership Studies II

This course builds on prior qualitative coursework and introduces students to an advanced research design: mixed methods study. Students will learn techniques to analyze documents, archival techniques and practice multi-methods integration. Ethical issues in field work and the role of the researcher will be key topics for discussion. Individuals ready to begin proposal writing for the dissertation are encouraged to complete chapters one through three of their proposal. Prerequisite: LOS 715 with grade of B or better. Cr 3.

LOS 719 Organizational Analysis

This course is designed to present students with an overview of approaches used to evaluate and assess both public and private organizations to ensure they effectively serve citizens, clients, or recipients. This course is a detailed study of the models, methods, and practices that are used to evaluate and assess the performance of organizations from a conceptual and analytical point of view while reviewing the numerous ways of understanding and assessing program effectiveness. Prerequisite: LOS 713 and 715 with a grade of B or better. Cr 3.

LOS 740 Leadership & Applied Ethics

This course is designed to examine leadership theory and approaches with the integration of standards of behavior that promote optimal personal, professional, and organizational function. Students will examine the major ethical models, approaches and schools of thought about ethics, discover how these ideas integrate with leadership theories and practices; use case studies to discover viability of leadership theories and ethical models; and research a challenging ethical issue in today's organizations. Cr 3.

LOS 751 Global Leadership

This course provides a comprehensive background on the psychological, social, and cultural factors that contribute to the effectiveness of leaders functioning globally, or in selected cultural regions of the world. The course will focus on the development of the critical thinking and understanding of the challenges of leading organizations that are diverse and /or operate worldwide. Cr 3.

LOS 752 Global Leadership Theory

The course will introduce students to the discipline of Global Leadership. It addresses the philosophical and methodological issues involved in advancing global leadership studies. Students will progress in their understanding of the nature and boundaries of global leadership theory and research, develop their definitions of global leadership and explain how their potential dissertation topics could reflect upon global leadership theory and practice. Cr 3.

LOS 770 The Learning Organization

This course offers students an opportunity to explore foundational concepts of organizational learning, to analyze global research trends in how evidence of learning is being captured in workplace settings around the world and to apply organizational learning models to diagnose innovative workplaces. This course embraces a system perspective of learning at the organizational level of analysis grounded in the premise that innovation and sustainable change is contingent upon an organization's ability to create new knowledge through learning. Cr 3.

LOS 771 Comparative Organizational Theory

In this course, students will have the opportunity to examine the different organizational theories, compare them, learn how to assess whether organization functions are aligned with the espoused theory and critically examine them in the context of today's workplace challenges. Early organizational theorists had vastly different worldviews, in some cases, than modern theorists of the 20th century. Yet, some aspects of the earlier theories we still struggle with today, as basis as determining the right balance between balancing the needs of the people versus the organization. How individuals and groups work together to make decisions, innovate and address the perennial challenges of society will ever need knowledgeable people to understand precedents not just for understanding the past, but to plan the future. In the Information Age, our interconnected world, the realities of Artificial Intelligence all point to some phenomena that impact how organizations must meet current demands in society. Organizational analysis has been approached in various ways in society, often from basic observations of the structure and purpose of the social unit. Students will explore advantages and disadvantages of each theory or school of thought to determine the functions of organizations for optimal operation. Cr 3.

LOS 772 Strategic Planning, Visioning, & Design

This course is designed to prepare the next generation of passionate and innovative leaders to think, execute and lead strategically with all the necessary tools, processes and frameworks to sharpen their planning skills. We will explore various proven planning practices and theories related to all sectors, organizational sizes, goals and complexities. Cr 3.

LOS 775 Leading for Financial Performance & Accounting

This course explores strategies for leaders to understand and achieve financial accountability and maximize financial performance through analysis of financial statements and ratios. Students utilize financial statements as tools for assessment of organizational strategies and tactical implementation. Additionally, they investigate development and use of budgets for planning and control, demonstrating accountability, establishing priorities within an organization and use of financial data to lead decision-making. Cr 3.

LOS 790 Residency I – Orientation to Doctoral Studies in Leadership

This residency will be designed to provide the foundational skills students need to overcome common challenges encountered in doctoral studies. This course will cover important survival skills such as mastering your people skills, maximizing your efficiency, nurturing your mind and body, and becoming an independent researcher. Cr 1.

LOS 791 Residency II – Focusing on Leadership Research

One year into the doctoral program, students will take part in a research immersion in which they are exposed to a variety of active research programs. This course is intended to help students be properly mindful about how they should prepare to be able to launch into their own scholarly agendas. Cr 1.

LOS 792 Residency III – Preparing the Leadership Dissertation

This residency is designed to prepare students through the practical, logistical, and emotional stages of writing a dissertation. It will offer guidance to students for such important steps as defining topics, scheduling time to accommodate projects, and conducting, analyzing, writing, presenting, and publishing research. Cr 1.

LOS 810 Leadership – Research Design / Proposal Seminar

This seminar is intended to help leadership doctoral students nearing completion of coursework plan and prepare for the dissertation experience. Students will learn about the dissertation process by reading, engaging in seminar discussions, listening to the experiences of students engaged in the dissertation process or those who have recently completed it, and/or by completing relevant writing assignments. This course also builds upon its prerequisites and includes an overview of mixed methods approaches, including Convergent and Sequential designs as well as associated data collection and analysis techniques. Finally, and chiefly, students will complete the three chapters of their dissertation proposals. Prerequisite: LOS 714, 716, or 719 with grade of B or better. Cr 3.

LOS 850 Leadership – Dissertation Proposal

This course focuses on the development of the doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design, and methodology**.** Teaching and learning strategies are designed to promote critical/analytical thinking and scholarly discourse. Prerequisite: LOS 810 with grade of B or better. Cr 3.

LOS 851 Leadership – Dissertation Continuation

This course focuses on the development of the doctoral dissertation. Emphasis is placed on finalizing the literature review, research design, and methodology and collecting and analyzing data. This course must be repeated each semester consecutively until the dissertation chair feels the candidate is ready to proceed to LOS852 (in which the dissertation is completed and defended). Prerequisite: LOS 850 with grade of B or better. Cr 3.

LOS 852 Leadership - Dissertation Completion

The focus of this course is completion of the dissertation and dissertation defense for the Doctoral Degree in Leadership. Prerequisite: LOS 851 with grade of B or better. 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 an annual 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).

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 at6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20852-4929. The telephone number for ACOTE c/o AOTA is (301) 652-AOTA. You can visit the ACOTE website at: www.acoteonline.org. 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.

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 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	Group Process: Principles and Practice in Occupational Therapy 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	Level II Fieldwork 6 cr

Semester 6

OTH 608	Reflections on Practice 3 cr
OTH 616	Professional Presentations 3 cr

Semester 7

OTH 620 Level II Fieldwork 6 cr

Occupational Therapy 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 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 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. 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: Successful completion of all previous coursework.. 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 their 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 Group Process: Principles and Practice in Occupational Therapy
This course will expand on mental health conditions and the practice of occupational therapy in mental health and all group settings. Students will be introduced to group process principles, including the major characteristics of groups, group norms, group development, and leadership styles. Students will participate in and lead groups, as well as apply group process principles to multiple areas of practice. Students will create group protocols, including marketing and advocating for service coverage in these settings. 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: 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. The students will perform neurological screenings and assessments throughout the course of the semester. Students should attain confidence and proficiency in the performance of neurological screenings and assessments and assessment of vital functions by the end of the semester. Prerequisite: Successful completion of all previous coursework. Co-requisite: OTH 520. 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: 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 integrate management principles, policies, and our dynamic health care system, relevant to current occupational therapy practice. Students will also develop an appreciation for and understanding of the complexity of program development in 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. Cr 3.

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. 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 Level II Fieldwork
This fieldwork requirement is two, 12 week, full time, and supervised experiences 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. This course is taken twice. Prerequisite: Successful completion of all previous coursework. Cr 6.

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: **Leigh Saufley**

Juris Doctor (JD), Masters of Law (LL.M.), Doctor of Juridical Science (JSD)

Faculty: Arey, Bam, Davik, Elias, Iaconeta, Johnson, Lupica, Maine, Norchi, Northrop, Pitegoff, Schindler, Smith, Welch, Wolff, Wriggins, Zillman; Visiting professors: Guffin, Kaufman, Moffa, 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 Environmental and Oceans Law

The Certificate in Environmental and Oceans Law is designed to prepare students for careers in important fields like environmental law and policy, energy law, global warming and renewable energy, oceans and coastal law, and many other related areas.

The program is open to current JD students and consists of four components: Core coursework, writing on an environmental or oceans law-related topic, experiential learning, and participation in a relevant professional/scholarly activity.

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. **This is one of only a few Information Privacy Law Certificates 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

The Research Service Center (RSC) supports the University community in its pursuit and management of externally sponsored projects. The RSC is the key point of contact for all your needs in conducting research throughout the life cycle of your project: finding funding, developing and submitting your proposal, managing your grant, and compliance and auditing.

The RSC promotes awareness of funding opportunities, assists in refining project ideas and matching them with a potential sponsor's priorities, supports the preparation of grant applications, and serves as the final approving authority for externally-funded projects.

The RSC is also focused on providing financial management assistance to Principal Investigators and Project Directors after an award is received. RSC staff work closely with project staff to: review and approve all award documents, prepare and submit financial reports, manage project accounts receivable, revise budgets, and amend or extend projects. Services continue through the termination date, ending with the submission of the final programmatic and financial reports.

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 Student Affairs with assistance and information provided by USM Public Safety and the Police Departments from the towns of Gorham, Freeport, Lewiston, and Portland. Campus Police/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 Community Standards and Mediation 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 Vice President of Student Affairs Office at (207) 780-5242.

Administration of the University of Southern Maine

Administrative Organization as of June 1, 2020:

President: Glenn Cummings, Masterton Hall, Portland, tel: 780-4480
Provost and Executive Vice President for Academic & Student Affairs: Jeannine Diddle Uzzi, 124 Wishcamper, tel: 780-4485
Vice President, Enrollment Management & Marketing: Jared Cash, Masterton Hall, Portland, tel: 780-4770
Vice President, Human Resources: Natalie Jones, Bedford Street, Portland, tel: 228-8304
Vice President, Corporate Engagement & Auxiliary Services: Jeanne Paquette, 111 Abromson, Portland, tel: 780-4622
Chief Business Officer and Chief Operating Officer: Alexander Porteous, 724 Law Building, Portland, tel: 780-4484
USM Foundation, President and CEO: Ainsley Wallace, Law Building, Portland, tel: 780-411908

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
TBD, director

Arts, Humanities and Social Sciences, College of
Adam Tuchinsky, dean

Athletics
Al Bean, director

Campus Housing
Christina Lowery, director

Career & Employment Hub
Jeanne Paquette, vice president for corporate engagement

Community Standards, Academic Integrity, & Mediation
Erika Lamarre, director

Core Curriculum and Service Learning & Volunteering
Susan McWilliams, assistant provost

Dean of Students
Rodney Mondor, dean

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

Analysis, Applications & Institutional Research
Jonathan Barker, director

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
Leigh Saufley, interim dean

Law Library, University of Maine School of Law
Christine Iaconeta, director

Learning Commons & Academic Retention Initiatives
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
TBD, coordinator

Orientation/Transitional Programs
Anna Schwartz, director

Osher Lifelong Learning Institute
Donna Anderson, director

Prior Learning Assessment
Rusty Dolleman, director

Registration and Scheduling Services
Karin Pires, registrar/director

Russell Scholars Program
Lisa Hibl, director

Science, Technology and Health, College of
Jeremy Qualls, dean

Student Activities and Involvement/Clubs and Organizations
David Lewis, coordinator

Student Financial Information Systems
Marthina S. Berry, director

Student Financial Services
Keith DuBois, director
Jami Jandreau, director of financial aid

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
Teresa Plummer, director, TRIO College Programs
Alyssa West, director, TRIO Pre-College Programs
Aaron Dombroski, coordinator, Veterans Upward Bound

University Health and Counseling Services
Lisa Belanger, director of health services
Liza Little, director of counseling services

USM Dining Services/Sodexo
Tadd Stone, general manager

USM Public Safety
Ronald Saindon, interim director & chief of police

Veterans Services
Lorraine Spaulding, director

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
- **Beirne, Piers** (1982-2019) Essex University, B.A., 1971; Durham University, Ph.D., 1975; Professor Emeritus of Criminology and Legal Studies
- **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
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